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THE JUNIOR COLLEGE JOURNAL

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THE JUNIOR COLLEGE JOURNAL

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No. 3

From Within

[EDITORIAL]

From its inception the junior college has received encouragement and direction from universities. This has done much to enable the new institution to secure a respectable place in the educational family. Junior college literature, especially in the earlier days, was produced largely by university professors or administrators. Significant attempts to improve the junior college curriculum have been made in the lower divisions of some of the universities. Similar attempts have been encouraged in junior colleges and, in many cases, have been directed by members of university staffs. Standards for junior colleges have been made, or rather adapted, from the standards previously set up for the higher institutions. These have been accepted and have been modified only slightly by the junior colleges.

In the main, the acceptance of the more or less traditional courses offered in freshman and sophomore years of the universities as the basis for its curriculum, and the acceptance of the minimum standards of the accrediting agencies as optimum programs, have characterized the junior college. Few noteworthy examples of attempts to make fundamental contributions or to extend the educational frontier are

in evidence among institutions existing separately as junior colleges. This tendency to accept standards and curricula developed from without is not peculiar to the junior college. It may be found to some extent at all levels of our educational program. The fact that this is a general practice, however, does not relieve the junior colleges from the responsibility of developing their own standards and their own curricula in terms of the peculiar functions they are to perform.

There are certain aspects of the junior college problem that present unusual opportunity for distinctive service. From their very nature they must be worked out within the junior colleges themselves. Outstanding among such problems is the relation of the junior college to the large body of non-recommended students who come through the high schools and desire further formal education. In theory, the junior college makes provision for such students. When the American Association of Junior Colleges so modified its recommended standards as to provide for the admission of students on the basis of "the proven ability of the student to profit by the instruction offered," it made a significant advance. In practice, however, this

problem has not been approached effectively except in comparatively few junior colleges. It has been left to the universities to make notable advance in the admission of students on other than the more or less mechanical basis that has characterized college entrance generally for a generation. With the wide variety of functions claimed for the junior college, there would seem to be exceptional opportunity for experimentation at this point. As a matter of fact, however, comparatively few junior colleges provide entrance routine other than the strictly conventional.

Similarly, the curriculum shows comparatively little adjustment to the needs of the non-recommended student. If the curriculum is to be effective it must be made "on the job" by those who are responsible for teaching and administering it. It must be adapted to the needs of the various types of students who are admitted. Nominally, a large number of junior colleges offer "terminal curricula." Many of these, however, are but re-groupings of courses offered in other curricula, and show little evidence of having been constructed in terms of the needs of the students. Experiments that have to do with the curriculum, including the improvement of instruction, are few. Attempts to evaluate the results of instruction in the junior college, except in terms of the success of junior college graduates in pursuing courses satisfactorily in the university, are rare.

The interest and influence of the higher institutions on the junior college have been helpful and are most welcome. Nevertheless, it is the belief of this writer that, how-

ever much the junior colleges may be encouraged, directed, and stimulated by agencies outside their ranks, they will make their distinct contribution to education by developments that arise within themselves. In the few instances where attempts have been made by junior colleges to work out their programs somewhat independently, the results have been praiseworthy. In this time when every phase of education is subjected to the severest scrutiny, the junior college should engage boldly in the attempt to develop an educational program compatible with the aims and purposes so generally claimed for it. This development, if effective, must come largely from within.

DOAK S. CAMPBELL

It seems quite apparent that regardless of accreditation, most of the work done in the publicly supported junior colleges of Missouri is not exactly comparable to that done in the University of Missouri. Local support of a junior college by a small community imposes necessary restrictions upon the offerings. Collegiate educational methods require much special and expensive equipment which such a community finds it difficult, if not impossible, to supply. Division of teaching loads between colleges and secondary school classes is an unsatisfactory arrangement. Administration of a junior college as part of or as a continuation of the high school tends to level down the higher division. — Report of the Survey Commission on Publicly Supported Higher Education in Missouri.

After the Junior College—What?

MARION COATS GRAVES*

Two serious bugaboos are planted squarely in the path of the proper development of the junior college. One is its need for accreditation—the big stick which the senior college holds over all forms of secondary education. Students in the junior college usually find their interest and enthusiasm stimulated to the point where, after graduation, they desire to go on studying; but the obstacles to be passed in entering the conventional senior college are formidable; and in frequent cases, the barriers are found to be impassable. Either the junior college must duplicate rigidly the freshman and sophomore offering of the senior college—a Gargantuan task, since there is not here the same agreement among the colleges as exists with reference to high-school work—or else it puts the student's chances for advanced work in jeopardy in order to give him the illuminating and progressive type of course for which the junior college as an institution is justly noted.

The second bogey is the fossilized educational phraseology used to define "education," particularly "higher education." And this factor is in great measure responsible for the accrediting difficulty just referred to. To date, no better way has been evolved for judging a candidate's mental maturity than by the size of the endowment of his

junior college, the number of hours and minutes he sat in the classroom, the number of hours and minutes he had spent in high school before that, and the number and salaries of the teachers employed by the junior college which gave him his "diploma" or "degree." The main issue—what he has actually gained in the process—is lost sight of in the mazes of vocabulary. Courses, semester-hours, orientation, subject-matter, guidance—all these terms are pegs on which many varieties of garments have been hung. Even the word "progressive" has lost its pristine freshness as applied to educational practice, and now denotes more or less standardized methods of procedure. Granted that it is of advantage to have evolved a formula for the A.B. degree trademark as rigorous as that for a commercial product like Bayer's Aspirin: is it not at the same time a mistake to sum up all education on the college level in this one equation? Many colleges are making sincere attempts to better their offering; but such changes as they inaugurate have to be made within the System, or the colleges lose their classification in Standard Lists. And all too often, these improvements on the traditional course lose their vitality and are nullified by the framework to which they must conform. Facility of administration continues to determine the practice of the large institution. What is now needed is a new type of senior college suffi-

* Director, The Experiential Groups, 353 West 57th Street, New York City.

ciently flexible in design and in operation, and sufficiently independent of accrediting agencies, so that it can accept graduates from progressive junior colleges on the recommendation of the college, and proceed to study and meet the needs of these graduates without regard to extraneous requirements.

THE EXPERIENTIAL GROUPS

It was with these thoughts in mind that, in 1931, the plan of the Experiential Groups was drawn up. Any girl who had graduated from a junior college in good standing, and who was seriously interested in adult problems, was eligible for admission. In practice, it has been found advisable to expand the scope of the work to include any student who gives evidence of having passed beyond the secondary stage in her education. From the beginning, the members of the group have avoided traditional phraseology wherever possible and are not unduly censorious in the matter of admissions. The object of the group is to take each girl at the level at which she finds herself, and thence to help her attain her desired goals as directly as she is capable of doing. These goals are usually threefold: there are personal needs and vocational needs to be met, and the majority of present-day women also seek a greater measure of social intelligence with which to interpret the problems of the communities in which they expect to live. The curriculum is not planned in advance: the name "Experiential" is used with William James's connotation to signify that the curriculum is derived from everyday experience. Education is not defined in terms of the hours of

study, nor of subject-matter per se. It is defined in terms of the growth of the girl in her power to deal effectively with her environment; and it is "higher education" in the sense that the environment in which she lives is characterized by such *adult* problems as occur naturally. Many of these problems are eliminated, or handled by the faculty, in the conventional college and school environments, partly as a matter of organization, because it is easier to provide service than to deal with inexperienced attempts at self-help, partly as a matter of protection on the ground of the student's so-called immaturity. The Experiential Groups do not use a separate campus, but are housed in the New York Clubhouse of the American Women's Association, living there on the same terms as do other members of the Association. Each girl is as independent in her manner of living as though she were actually "on her own." She handles her own budget, is responsible for her own food, clothing, health, and social life. The difference is that, with each group of ten girls, there lives a don who acts as consultant in all these problems. The don is not a warden and she does not legislate. She does discuss any matters which are brought to her attention. And if she sees that certain problems are not being handled wisely, she feels free to suggest other procedure. She is of special aid to her girls in helping them to measure their own growth, so that they can see what is going on and learn accordingly.

The typical college aspect enters only at the point where the student desires professional or vocational training. The Experiential Groups

have their own faculty, particularly for the creative arts—music, painting, writing, drama. The work is largely individual; and even where there are classes, as in literature, history, psychology, each girl is working on her own particular problem, meeting with the rest of the group not oftener than once a week, but having conferences with faculty members whenever the need arises. If the forte of the student lies in fields requiring special equipment, as in science, she is helped in the selection of some one of the New York City institutions, where she enrolls as a special student. In the latter case, approximately one-third of her time is spent in the work of the special school or college, and the remainder with the group. The plan of the group extends beyond the training for a vocation, to include a certain amount of experience. As soon as the student is ready, the group attempts to secure for her opportunities for practice in actual situations. One student received her first paid commission during her second year of work with the group.

In her pursuit of the third goal, that of becoming socially intelligent, the student has all of New York City as her laboratory. "The very complexity of New York would make it possible for the group to isolate itself as completely here as on a separate, rural campus and live within a narrow range of interests—certain 'studies,' a little opera, a few plays and concerts, and the usual round of social activities. But the purpose of the group is to develop a richer life through an intelligent understanding of what a great city means, and a wider acquaintance with the multitude of

factors which make up the city's corporate life. More than any other single city, New York is a cross section of the whole world today, where innumerable interests and concerns of humanity come to focus." The starting-point of this study will depend on the character and interests of the group when it assembles each year. But a number of phases of interest may be suggested: the geological preparation of New York, and its comparison with other great world cities; New York as the site of American historical development, with its Indian settlement and slave galleries; how New York gets its living, with its manufactures, its port, its international trade; New York as seen from City Hall; New York from the social-worker's standpoint; New York from the physician's standpoint; New York with its schools, colleges, and playgrounds; New York as the dynamic center of culture and recreation; varieties of religious expression and experience; scientific research laboratories; housing, transportation, communication; forums, lectures, public meetings, Foreign Policy Association; the press, formation of public opinion. If the girl who joins the group comes with her problem well formulated, she is assisted in its study in every possible way. But if, as is more often the case, her knowledge of civic problems is decidedly vague, then the task of the faculty is that of helping her to crystallize her general ideas and to select some one topic for intensive investigation. The richness of the offering in New York City should be a guarantee of a leading interest for every girl who seriously studies the city. This leading interest may well take

on a vocational aspect. Civic life as a field for women has not been exploited to its full extent. The girl of good general ability, but of no particular talent, may well find here an outlet for her energies which will enable her to lead a useful life, and may even develop into a wage-earning occupation.

The group is arranging a graduate school of foreign study under the direction of a member of its present staff. Students interested to specialize in some phase of urban life, such as city planning, or the place of music in community life, will have opportunity to compare the advance made by European centers with that of New York and of their home cities. It is the aim of the group that each member shall have a professional knowledge of at least one important urban problem before severing her connection with the group.

THE TIME FACTOR

It would seem that the course here proposed would take from three to five years—two or three years in New York and the remainder in foreign study. This may well be the case; but, as a matter of fact, the time to be spent will vary greatly in the individual case. The girl who is well adjusted in her personal life and whose plans for the future are well conceived and so compelling that they absorb her interest may well achieve her goals in a shorter time. On the other hand, a girl who had known little beyond boarding-school life, for a number of years, even in a junior college, might be so absorbed in her own personal problems for a year or so as to make little progress with respect to her other goals.

Since the Experiential Groups do not reckon their results in semester-hours leading to a degree but in goals to be accomplished, great latitude must be expected in the matter of time required. The goals of fair degrees of personal adjustment, of social intelligence, and of a suitable occupation plus a certain amount of experience denote wide variation in the facility with which they are reached. If the student once becomes aware of the significance of these three goals, she ceases to count time. She may, as has already been the case with certain girls, find sufficient "vacation" in the variety of her interests, and work rather continuously, without regard to the usual holiday weeks. The faculty co-operate with students wishing to shorten their novitiate in this way; and by prior arrangement, the student may remain at work during Christmas and Easter holidays and may join various members of the staff in the summer. The fact mentioned above, that as soon as the girl is sufficiently proficient, she may become a wage-earner as well as a student, compensates for the uncertainty as to time required for "graduation." And a further recompense is the fact of the experience back of her when she seeks her first full-time job: the factor of successful experience offsets the equivocal value of the customary college degree.

THE CO-OPERATING PLAN

It has already been mentioned that graduates of junior colleges in good standing are, ipso facto, eligible for admission for membership in the groups. But within the past year has come a new development. It is evident that the student with

an adequate background in social sciences, particularly as applied to problems in her own community, has a decided advantage in her approach to the study of New York City. She is already familiar with the methods of such a piece of investigation, and does not waste time on the acquisition of tools. Accordingly, a plan for co-operating junior colleges has been set up. These are colleges which, in addition to sound courses in social science, also offer a study of the community in which they are located similar to the study of New York. In this way, a girl who later joins the New York group may become acquainted with two contrasting types of modern urban communities, or with the contrast between rural and city life. She has the further benefit of a continuously developing interest throughout her college course. The faculty of the Experiential Groups do not desire to dictate as to the content of the course in the co-operating junior college; but they do expect to confer, from time to time, in the interest of better mutual adjustment. The first of the junior colleges to co-operate in this way is Westbrook Seminary, in Portland, Maine. The new president, Dr. Milton J. Proctor, is particularly interested in the terminal function of modern education. He has devised several novel courses; and the dean, Miss Thayer, is offering a course for social intelligence based on the practices and problems in Portland which would be adequate preparation for any girl who planned to continue with the New York group.

Absence during the formative years tends to alienate the student from home ties. The girl who returns to her own city after gradu-

ation from college is likely to be restless and discontented, and to seek the first opportunity to escape, preferably to New York. There results the dangerous congestion in the big city of young, unemployed people, under no supervision and eager for adventure. The work of the group satisfies this craving for the unknown and glamorous. At the same time, it endeavors to develop in the girl "a way of life"¹ and to open her eyes to the possibilities in any town, and particularly in her own home city where there is all the work crying out to be done which any reasonable person would wish to undertake. Experiential groups such as this—hospitable, practical, far-reaching in results—may well form a fitting outlet for the graduates of progressive junior colleges.

The development of junior colleges has added a new force to the many which cause students to enrol in the University of Chicago after completing some college work elsewhere. In 1930 there were, within a radius of fifty miles of the University of Chicago, five public and seven private junior colleges. In 1929-30, 122 undergraduates transferred to the University of Chicago from junior colleges, as compared with only 51 in 1925-26. It is evident that this source of transferring students is rapidly growing in importance and that the number who apply for advanced credit from junior colleges may be expected to increase. — *University of Chicago Survey*, Vol. V, pp. 80-81.

¹ F. P. O'Brien, "Orientation in College Instruction," *Junior College Journal* (March 1933), III, 287.

Industrial Training of Junior College Women

ROBERT LOCKE COOKE*

Anyone dealing with the education of girls and women at any school level in the sphere of the trades and industries, comes to agree heartily with Leake when he says:

In studying educational literature one is impressed by the fact that remarkably little attention has been paid to the industrial education of girls and women. One can read thousands of pages without finding a single specific reference to the needs and requirements of the girl.¹

Although this was written fifteen years ago, the situation seems not to be much better today.

There are reasons for this reluctance on the part of educators to grapple with this phase of education. Douglas² speaks of the "peculiar problems caused by the presence of women in industry" while Puffer³ adds that "one cannot help feeling that this whole problem . . . is very far from anything like a final solution." Both would agree that the education of the boy as

compared to that of the girl is a comparatively simple matter. Some of the peculiar and inherent difficulties which immediately offer themselves are mentioned briefly:

Movement of women into industry.—Any situation seriously affecting industry must of course be recognized in its effect on education for industry. A prime fact which must be faced is that of the changing economic and social forces which during normal times have been rapidly drawing women from the home and its unpaid labor into the industrial and commercial world in sharp competition with the men. While immediately following the Civil War the teaching profession was the only one in which women had become newly dominant, there is now found a large and increasing number of occupations where the men are also being relegated to second place.

Prejudice.—Also not the least among the problems is the prejudice existing both on the part of the employer and of men fellow-workers against enlarging the scope of women's work. Although the World War forced a temporary acceptance of the new situation, many of the prejudices have since been strongly reasserted. This same prejudice is exhibited in the traditional objection which men students offer to the presence of women in "men's" technical courses.

Difference of definition.—A further difficulty is that the word

* Instructor, John Swett Union High School, Crockett, California.

¹ Albert H. Leake, *The Vocational Education of Girls and Women* (The Macmillan Co., New York, 1918), p. 2.

² Paul H. Douglas, "American Apprenticeship and Industrial Education," *Studies in History, Economics and Public Law* (Columbia University, New York, 1921), Vol. XCV, No. 2, p. 132.

³ J. Adams Puffer, *Vocational Guidance* (Rand McNally and Co., Chicago, 1913), p. 161.

"trade" does not imply the same thing in the field of woman's work that it does in that of men, as Struck⁴ points out:

It is usually accepted that a trade for men implies an extended apprenticeship, and a mastery of the "mysteries" of an occupation which is presumably to be followed throughout life. Real apprenticeship does not exist in the occupations which are entered by girls and women, and a girl may be trained for wage earning in most of the industrial pursuits in a very much shorter time than it takes to prepare a journeyman electrician, printer, or machinist. But this fact, although on its face appearing to simplify the problem of the girl's preparation, carries with it the implication of all the killing competition and low remuneration to which insufficient training naturally leads.

Problem of two occupations.—It must be realized, moreover, that there is here a twofold problem: that of preparing a girl for the responsibilities of home-making, in addition to preparing for her industrial career. Leake⁵ states this effectively:

The girl . . . may marry and become a home-maker for the remainder of her life; or, she may be under the necessity of having to perform a double function, being compelled to support partly the home which she manages; or, again, she may have to return to industry after having been engaged for some years in home-making. All considerations therefore point to the conclusion that a woman should be able to support herself outside the

home, should the necessity arise for her doing so.

Although these two fields are not mutually exclusive each requires a different type of training, and both types cannot successfully, perhaps, be given at the same time in the girl's career.

Conflicting theories.—For many years there has been continually coming to the fore a deep-seated and vital difference in the thinking of students in this field. Undoubtedly the first idea in point of time is that as women voluntarily went into or were forced into occupations outside the home circle, they gradually drifted into those industries which were most nearly related to their "natural" interests, such as the foods and textile trades. Snedden⁶ puts it:

It has been pointed out by some clear-sighted writers that, to a large extent, women have simply followed the industries away from the home, as these have been organized more and more under factory conditions.

The assumption was made, on the basis of the fact that the large majority of women throughout the earlier years of industrial history were concentrated in these lines, that this was the only sphere in which women could hope for success.

The facts of the World War, however, dealt a hard blow to this viewpoint. Not only was there an enormous increase in the number of women employed in the traditional lines of work, but there was evident a most remarkable expansion in the number of other trades into which women entered. The Women's Bureau of the United States Department of Labor made a post-war

⁴ F. Theodore Struck, *Foundations of Industrial Education* (John Wiley and Sons, New York, 1930), p. 264.

⁵ Albert H. Leake, *op. cit.*, p. 8.

⁶ David Snedden, *The Problem of Vocational Education* (Houghton Mifflin Co., Boston, 1910), p. 51.

study of these facts, with these findings:

Until the end of 1917 women were concentrated in so few lines of endeavor that what little training was given them was largely centered on the sewing trades. Their latent abilities for trades other than those concerned with food and textiles and kindred industries were not, therefore, uncovered or developed either by employer or vocational teacher. The pressing needs of the war alone forced a recognition of the fact that ability varies not with sex but with the individual.⁷

And the Bureau refers to

the inescapable fact that women can render as good service in the machine shops as in clothing factories . . . and can do it with no more impairment to health.

The deduction is made that we can plan for the future on the basis of these war revelations, and that

The experiences in the employment of women in new occupations make it apparent that her most promising future as a wage earner in the new pursuits lies, in the order of importance, in (a) machine shops where light parts are made; (b) wood product factories where assembling and finishing are important processes; (c) optical and instrument factories; (d) sheet metal shops.

If the traditional idea be true, the problem is much simplified, because the training can be narrowed down to few lines. But if the Women's Bureau be correct the field of training may be almost limitless.

Further difficulties.—Many more obstacles to the solution of the

⁷ United States Department of Labor, Women's Bureau, Bulletins No. 12 and No. 13, 1920.

problem of woman's vocational education might be cited, such as the claim that she does not expect to follow it long, that since she is not sure of a home-making future, she is not interested in making provision for that; and furthermore even if she desired a long preparation for a vocation, her family is not willing to support her while obtaining it, because of the chance of her early marriage.

PLACE OF THE JUNIOR COLLEGE

In considering the adequacy of the present program for the industrial education of women in the junior colleges of the United States, several questions could be asked. The first might perhaps be, Is the number of women entering the field of trades and industries sufficiently large to justify training therefor? If so, has not sufficient provision already been made? Finally, does such training properly fall in the sphere of the junior college?

Since the figures of the 1930 United States census are now at hand, we can study totals and trends in this field. Although of course many of the figures are now greatly modified by the depression, we can only reasonably proceed on the assumption that sooner or later basic conditions will return to normal. Table I supplies an answer to

TABLE I
WOMEN WORKERS OF THE UNITED STATES, 1910-30

(All figures given are for women ten years of age and over. Numbers given in thousands)

	1910	1920	1930
Total population, women	34,553	40,449	48,773
Number of women in all occupations	8,076	8,550	10,779
Percentage of women working	23	21	22

the question, What proportion of the women of the United States are now in the wage-earning class?

Thus it is seen that over one-fifth of all the nation's women are wage earners, though many, it may be, only potentially at present.

Women in trades and industries. What proportion of this immense number of working women are engaged in the trades and industries? Table II supplies the answer. The

tions listed by the Federal Board for Vocational Education under the heading "Trades and Industries."

It is thus seen that over one-third of all women working are occupied in the sphere of trades and industries; exactly the same proportion, incidentally, as that of men.

Women workers in all fields.—To clarify this fact a little further, Table III shows the comparison with other occupations.

Thus it is clear that the single occupational group for women most important numerically is not the store, not the office, not domestic service, but the field under consideration, trades and industries.

TABLE II

WOMEN IN TRADES AND INDUSTRIES,
1910-30
(In thousands)

	1910	1920	1930
Women in all occupations	8,076	8,550	10,779
Women in trades and industries	2,410	2,730	3,680
Percentage of working women in trades and industries	30	32	34

term "Trades and Industries" as used in this and the following table requires some explanation. By taking the figures under the census caption "Manufacturing and Mechanical Industries" and adding to them other figures found under "Transportation," "Domestic and Personal Service," and "Professional Service," the totals were built up to cover all those occupa-

WHAT THE JUNIOR COLLEGE IS DOING

It would seem, then, that the first question as to the extent of the field has now been answered. Now for the second question, To what degree is the junior college offering training in this field? The answer is not quite so definite, but it is unmistakable. In a survey recently made by the writer by questionnaire and catalogue study it appears certain that of four hundred twenty-eight public and private junior colleges in the United States, considerably less than a dozen show any evidence of specializing

TABLE III

NUMBER AND PROPORTIONS OF WOMEN ENGAGED IN CHIEF DIVISIONS
OF OCCUPATIONS, 1910-30
(In thousands)

General Divisions of Occupations	1910		1920			1930		
	Number	Percent- age	Number	Percent- age	Percent- age Increase	Number	Percent- age	Percent- age Increase
All occupations	8,076	100	8,550	100	6	10,779	100	25
Agriculture	1,808	22	1,084	13	-40	914	8.5	-15
Trades and industries.....	2,410	30	2,730	32	13	3,680	34	34
Domestic service	1,691	20	1,487	17	-12	2,217	21	50
Sales service	468	5	668	7	42	1,716	16	150
Professional service	734	9	1,017	11	36	1,741	17	73

in this field of industrial education for women, or even make any claims of extensive offerings in this line.

If we turn to California, we have an indication of the development there in the report of Dr. Merton E. Hill.⁸ In a recent questionnaire study of all the junior colleges in the state, he finds that "only four junior colleges reported 312 students graduating from such [terminal or occupational] courses." Assuming 50 per cent of these to be girls, that is scarcely a large number to offer toward meeting the need for the training of the 177,000 women which the census of 1930 reported to be engaged in the state's trades and industries!

We come to the last query, Is such training properly in the sphere of the junior college? A few there may be who would seem to question the advisability of any but academic training on this level. Surely, however, in the face of the immense need as shown, the junior college should consider whether it has not a responsibility to meet its share of the need. There have been attempts, each making its contribution, as witness the technical institutes, the technical junior colleges, and the terminal courses in the typical junior college.

But that these attempts have in many cases failed to give to woman her share of consideration is attested by the following extract from a letter concerning an address delivered by R. H. Spahr at a meet-

ing of the Northern California Junior College Association on October 17, 1931.⁹

Mr. Spahr was a member of the Committee of the National Society for the Promotion of Engineering Education, which was appointed about five years ago for the purpose of reporting on the need of technical institutions on the junior college level. . . . It contains only half a line regarding work for girls, but the fact that there was only half a line that he could say regarding the technical education of girls is rather significant, coming from a man who has spent many years exploring this field and must have come in contact with problems relating to the education of girls. . . . It is an indication of how little people in general . . . know about or have thought about the girl problem.

In the midst of this poverty of offering, a few institutions stand out as beacon lights. The Pratt Institute of New York and the Merrill-Palmer of Detroit should be mentioned, while probably the two junior colleges offering the most promise are the Los Angeles Junior College with its "semi-professional" course for women, and the Lux Technical Institute of San Francisco.

Although transferring students are sometimes looked upon as undesirable academic material, it is now clear that at the University of Chicago such students on the whole have performed very creditably in comparison with the students who entered this institution as freshmen. . . . Junior college graduates do notably better than students transferring from four-year colleges and universities. — *University of Chicago Survey*, Vol. V, p. 7.

⁸ Merton E. Hill, "The Achievement of the Junior Colleges of California," *California Quarterly of Secondary Education* (October 1931), VII, 41-44.

⁹ Personal letter from George A. Merrill, January 21, 1932.

Personnel Records at Ward-Belmont

AILEEN WELLS*

It seems unnecessary to discuss the purposes or the uses of a personnel blank; they have been set forth excellently in recent papers and reports. In developing a card to suit our needs in Ward-Belmont, a committee studied blanks in use by other colleges, both two-year and four-year institutions. For over a year, while making our investigations, we made use of a form which had been devised by a member of the Dean's staff some years before but which, owing to shifts in the administration offices, had never been given a complete trial. This blank, which had been planned for current guidance on academic questions, was recognized as inadequate. Its use, however, was of immense help in distinguishing necessary from merely desirable divisions on a card designed for our particular needs. During the three years in which our revised blank has been in use we have found few changes that we desire to make.

A personnel card, especially one that has been developed in use and has had each section marked for quick identification, is simple to explain. A copy of a card showing cumulative material for a student during the years 1930-32 is reproduced on pages 122-23. All information, except proper names, is given exactly as it appears on the original record. Only a few sentences are needed to explain the sources and types of data in each section.

The side of the record labeled "Scholastic Record" duplicates much of the information given on the permanent grade card of each student, but additional material is included. The first line is self-explanatory. The first curriculum choice is separated by a period from that made a year later; a semicolon shows a change of emphasis at the end of a semester. When our requirement for a field of concentration goes into effect, the subject chosen for a major will be entered here.

The space below the top line is devoted to statements concerning the student's secondary training: the high schools she attended, with dates if more than one; the date of her graduation (or the reason she failed to graduate); the subjects, if any, in which she fails to meet our entrance requirements; the method by which she expects to make up this deficiency; and, later, the fact that the deficiency has been removed.

Our college classes go by the time-honored names "senior-middle" and "senior" rather than freshman and sophomore. These divisions, with the year in which the student has this classification, are given on the next lines. Should a student return a third year, it is necessary to use a second card. We have comparatively few students who do so, however, and using the space allotted here for the two years seems feasible.

At the extreme left, letter grades are given. We have ten divisions in use in Ward-Belmont (A+, A, B+,

* Assistant to the Dean, Ward-Belmont School, Nashville, Tennessee.

79 C
53 D+
241 C+
499 B

Punctuation 32 C+
Vocabulary 66 B
Literature 83 B+
Total Score 259 B

WARD-BELMONT SCHOOL

PERSONNEL RECORD

NAME X..... N.....
DATE OF BIRTH Sept. 23, 1912
CHURCH M Presbyterian
FAMILY Mr. T - plumbing contractor "highly respected citizen...of excellent standing" Rotarian. "very fine people"

NAME AND ADDRESS OF PARENTS
Mr. and Mrs. H.W.T. 1661 Taylor St. Matthews, Kent. Va.

COMMITTEE Pembroke, Senior Club/Wentworth Century

TRAITS	M. S.	1930-31	1931-32
APPEARANCE AND MANNER		1-2-2-2	1-3-3-3
INDUSTRY AND INITIATIVE		2-3-3-3	2-4-4-4
LEADERSHIP		3-3-3-3	3-4-4-4
EMOTIONAL STABILITY		2-3-3-3	2-3-3-3
PURPOSE IN LIFE		2-3-3-3	2-3-3-3

RELATIVES HERE EARLIER:

PERSONAL RECOMMENDATION. "Has had advantage of a good home and the very best of training... very likable and also very capable."
"Above the average in scholastic attainments and in personal qualities."

NOTES 1930-31: T-1 "Not attractive in personality but fairly intelligent. About average in work."
T-3 "Seems to be well liked by girls. Always prepares daily lessons."
1931-32: As hall monitor - violated a rule about the first week and lost office.
T-1 "Good attitude toward thoroughness. Dependable; good ability."
T-3 "Has poise, charm; polite. None too strong in academic work. I should think that she came from a good background."
T-4 "N... is very childlike. She thinks she is too dependent and is trying to assert herself more. She has improved this year in her methods of work and has taken more part in class. She is individual and lovable."
H "Is interested in completion of work for a degree; good attitude toward thoroughness; lives by a scale of values. An impulsive, most likable girl; studious and refined nature."
Y "She lives by a scale of values. N... has shown a spirit of complete cooperation and enjoyment of the Y work that has been very much valued by the Cabinet. She has, on the whole, made a faithful officer. She has also entered into various phases of the community work of the Y making a distinct contribution to the work at the Old Ladies Home. We have not always found her judgment in counsel to be wise but we have thoroughly enjoyed her spirit of interest in her work and her friendliness toward all the girls in the Cabinet."

SELECTED W.B. "Because of the good reports I have heard about the school and because I find what I want there."
NEAR FRIENDS 1930-31: M S....., J S.....
Used privileges seldom.
1931-32: A H....., M F....., L E.....
Privileges restricted but used consistently

CITIZENSHIP RECORD 1930-31: 1 accumulation, 2 minors (having visitors during studyhour, not signing in, playing cards during studyhour, talking in chapel)
CITIZENSHIP POINTS: 23 (WB median 27); scholarship 5; activities 5, regulations 13.
1931-32: 4 minors, campused for going in drug store after church, for violating rules while holding office.
CITIZENSHIP POINTS: 76 (ave. 72) athletic 10 academic 14, rules 17, offices 15, creative 20.

INTERVIEWS WITH PERSONNEL OFFICER OR DEAN

B, C+, C, D+, D, E, F; D, 68-71, is passing and the higher grades likewise cover four arithmetical points each). The six spaces given here have proved satisfactory for this card. Plus grades are written in the upper part of the space; other grades in the lower half. Brackets in ink are used where there are too many subjects for one space. It is frequently necessary to average or to evaluate high-school figure grades to meet our system, but this seems neither difficult nor misleading. The student's rank in her graduating class (i.e., $\frac{1}{3}$, $\frac{1}{4}$, etc.) is given under the total of her units.

The high-school column, as well as the blanks across the top, are filled in before the student arrives. The college grades are added at the end of each semester. Quantity hours and quality credits are totaled yearly. The space marked "Test Scores" has proved valuable for various items. We give rather few standardized tests, and many of the high schools either do not give tests or do not keep the information available to include on transcripts.

Very seldom, too, do we need the amount of space allotted to general health. Statements from the health blank, which is required of each student, are given here. Later records are entered from the reports of the infirmary: major illnesses or accidents are entered at the time; minor ailments are grouped and entered at the end of the year. A daily report from the nurse to this office makes it unnecessary to enter this material more frequently.

When this card was designed, no space was allowed for such detailed reports as those of the Pennsylvania Achievement Test scores. The unused space in the health section was

sufficient to hold this material in almost all instances. In other cases a space was ruled off at the bottom of the postgraduate record section. The figures given for the tests are the actual scores made by the student in each of the divisions. The letter grades show her average when compared with Ward-Belmont students only. There seems little likelihood that we shall give similar tests for each year that a student is with us, but this space is large enough to permit a second column or the use of different-colored ink to show the information for the second year.

The upper right quarter of the page is devoted to extracurricular activities and to the interests and plans of the student as revealed from letters, personal interviews, and reports from various co-operating officers. The lower section shows what diploma (or certificate) she receives, where her transcript is sent, and, after some evidence of admission has been received, the name of the college to which she transfers. Every three years it is necessary for us to make a detailed report to the Association of Colleges and Secondary Schools of the Southern States. At such times we gather detailed information from all the colleges to which our students have transferred, and the data concerning each student are added to her personnel record. Having all this information on one card is of value in making comparisons and in writing recommendations.

On the reverse of the card is given information regarding the personality of the student. The first two lines are self-explanatory. A period separates the names of dormitories to show change between years; a semicolon shows change during the

year. Each girl is a member of a social club, which is the unit for various forms of competition and for school and group projects; the name of this club is given here. Memberships in other organizations (as language clubs, state clubs) are given under extracurricular activities.

Information regarding the family and the student herself is culled from letters of recommendation, required of all students, and from confidential reports made by the school representatives.

The section headed "Best Friends" has been used also to include statements of the use of social privileges. Names entered before a date show friends with whom the student came to school. The names of the girls with whom she seemed most intimate each year are given under the year headings.

The "Citizenship Record" includes penalties for non-observance of regulations and also the student's points toward the Citizenship Cup, for which the social clubs compete. This cup has been awarded during the past two years only. Qualities that were indefinitely defined and evaluated the first year were revised the second. For this reason there can be no comparison of the points received by a girl who was here during the years of 1930-31 and 1931-32. In order that a girl may be judged in relation to her own group, the Ward-Belmont average of citizenship points for the year is always given.

The major portion of the page is devoted to material obtained from blanks sent out to each teacher, dormitory hostess, and social club sponsor. These blanks are modeled after the American Council on Edu-

cation personal rating sheets, but allow more room for written comments. The trait ratings given each student are listed with 1 standing for excellent, 2, for superior, 3, for average, 4, for below average, and 5, for inferior. Under "Emotional Stability," 4' or 5' shows a tendency to anger, insubordination, too great display of emotion; 4 or 5 shows indifference, lassitude, apathy. The written comments as well as interviews with officers and special reports of teachers regarding faults and attitudes are given under "Notes"; no attention is paid to the dividing line on the card. The letters (T—teacher, S—sponsor, H—hostess, etc.) identify the comments which accompanied each rating of personality traits.

We do not require pictures of students before they enter Ward-Belmont, but photographs are clipped from the school annual each year and pasted in the corner of the page just above the personal ratings. There is sufficient room for pictures made during each year of residence.

The material on these cards is assembled from many sources. During the summer, before the student enters, full information is taken from her application blank, her health report, her credit sheet, letters of recommendation, and the reports from the representatives. Early in the fall her dormitory, club, and curriculum are added. During the school year a small card file is kept showing each girl's extracurricular activities as given in the school paper, on recital programs, on special reports, and on requests for particular information. This file contains varied material—a girl's position on an athletic team, a report from a teacher of her un-

satisfactory work with the probable reasons for her failure, her week-end visits, her activity on a committee of the Y. In the spring the special rating sheets are sent out with the request that they be returned by early May. Early in the summer all this material, together with data from the gymnasium office, the infirmary, and the files of the Dean of Residence, is added to each student's record. We have found that this method is more satisfactory than attempting to keep records constantly up to date. Full information on individual students may be assembled in a short space of time whenever need for it arises.

The personnel cards serve a dual purpose for us. Teachers and sponsors of various organizations use them to secure familiarity with the abilities and interests of their students. We attempt, in Ward-Belmont, to know each student individually and to assist each one in developing those traits which make for achievement and for successful group living. For ever-increasing numbers of our alumnae we are being requested to write commendatory letters giving traits, interests, and attitudes. The turnover in the student body of a junior college is rapid, and even with small classes one might have difficulty in remembering distinguishing characteristics of each student. These records would justify their existence if their only use were in providing material to answer the suggested inquiries. They are in constant use, however, for many other purposes as well.

Not only was a much larger percentage of the group from the junior colleges eligible for graduate work than was the case with the

other two groups, but the percentage earning an advanced degree or still in residence was much higher for the junior college transfers than for those transferring from teacher-training institutions or four-year colleges and universities. Almost one-third of those transferring from junior colleges who were eligible for graduate work had earned a degree or were still in residence; the corresponding proportions are one-seventh for the transfers from teacher-training institutions and one-fifth for the transfers from four-year colleges and universities. —*University of Chicago Survey*, Vol. V, pp. 100-101.

Throughout this entire report the records of the students who presented credits from junior colleges have been consistently superior. The causes are indeed hard to determine. The junior college teacher or personnel work may be better. The junior college may be eliminating more of the poorer students and permitting the survival of only the more able. To locate definitely the causes of these differences one would have to go directly to the institutions concerned and that is beyond the scope of this study. Whatever the causes, however, the fact stands that the students with low high-school grades who first attended a junior college and who then entered the University of Chicago succeeded in passing and in graduating in far larger numbers than did students with similar high-school records who transferred from other types of colleges, or who enrolled in Chicago as freshmen. —*University of Chicago Survey*, Vol. V, pp. 126-27.

Debating in Mississippi Junior Colleges

RUTH BOYD*

Marked progress has been made in the development of intercollegiate debating among the junior colleges of the state of Mississippi during the past four years.

When I was elected to a position in a junior college in Mississippi, it was with the understanding that I was prepared to coach debate. I had debated in high school, had studied argumentation in college, and had taught argument. I had taught it rather gently, to be sure, slighting debates as much as possible because the students as a rule took them as a task and the audience was usually bored by the public performance. When college opened, I plunged into my other work, welcoming any activities and duties that might crowd out the dreaded debate.

There were, however, four stalwart lads who wanted to debate and who thought they could do so on little or no preparation. It was the general policy of the Junior College Literary and Athletic Association of Mississippi that it is better to enter every contest in the tournament and lose than not to enter. It was decided by those who knew these particular boys that the effort to debate would be a valuable experience for them.

Since I could dodge the issue no longer, I faced the situation squarely and found out what the tournament and field meet meant,

and how the debate, which was a part of the tournament, was conducted. The debate tournament was to be held at one of the junior colleges and each junior college in the state was to be represented by an affirmative team and a negative team. There were to be two sets of judges: one for the affirmative speakers, and one for the negative speakers. During the day the affirmative speakers and their judges would meet in one room where the debaters would recite their speeches, and the negative speakers and their judges would meet in another room where the negative speakers would recite their speeches. The judges would select the best affirmative team and the best negative team and these two teams would debate before an audience in the evening, the winning team receiving the first place in the state and the losing team the second place.

Our teams entered the tournament and lost, but they came home knowing what a debate is and that they failed because of lack of preparation.

A few weeks after our defeat at the state tournament, a neighboring senior college sent us a challenge to debate their sophomores and freshmen. Although we felt that we had little chance of winning, we gladly accepted the challenge and asked that the debate be held in our auditorium in order that our students might hear it and become interested in good debating. Our opponents

* Pearl River College, Poplarville, Mississippi.

also felt that we had little chance, so they did not prepare with much care, while we worked diligently. The result is obvious. We won unanimously. We won the debate, but we won much more than that. We won confidence in our ability and we won a thrilling interest in intercollegiate debating. Our students discovered that an intercollegiate debate may be just as interesting as a football game. We were now eager to prepare for the tournament the next year.

When school opened in the fall we had no trouble in organizing a debating council. When the question for the intercollegiate debate was announced, tryouts were arranged and a first and a second team were selected. This time a triangle plan had been arranged by the executive committee of the Mississippi Junior College Athletic and Literary Association. This association consists of the heads of the junior colleges in the state and the chief commissioner of these colleges. The chief commissioner is an officer appointed by the State Superintendent of Education with duties similar to those of school inspectors in other states. Eleven junior colleges of the state were divided into four groups with three colleges in each of three groups and the remaining two colleges in a group. The usual triangle plan was followed with the affirmative teams traveling for the first debate and the negative teams traveling for the second debate so that the affirmative team from each school met the negative team from each of the other schools. The winners of these triangles then met in a tournament. That much was an improvement on the method of the year before, but

the tournament was run off as before with two sets of judges, one for the affirmative and one for the negative speakers, with the winners debating for first and second places. All of the debate coaches objected to the reciting method. The debaters were also opposed to it for they also realized that reciting was not debating.

The next year the four triangles debated as they had the second year and then the winners of triangle number one debated the winners of triangle number two while the winners of triangles three and four did the same. The winners of these semi-finals then met on neutral ground for the finals. The increasing interest that the colleges took in the debates carried out under this plan is shown in the fact that one of the centrally located colleges that had lost invited the final debate to be held in its auditorium and entertained the debaters in order that its students might hear the state champions.

The chief flaw in this arrangement was that no provision had been made for ties except in the finals. A tie had resulted between two schools in the semi-finals and remained a tie after the second trial with new judges. Then because of the time and expense involved in continuing until one school might win, the decision was determined by tossing a coin much to the dissatisfaction of all concerned.

Last year we had an arrangement which practically eliminates the possibility of a tie. Each judge is given a form to fill out which contains the following information:

Each judge, without conferring with any other judge, will grade on the following basis: English usage, 10 per

cent; argument, 70 per cent; delivery, 20 per cent. Each judge will report a total grade for each speaker. In the event of ties in the preliminaries or in the semi-finals, the school making the highest percentage shall be declared the winner. In case of a tie in the finals the points shall be split.

The votes of the judges are sent to the Chief Commissioner at Jackson and filed. The Commissioner then notifies the winning schools that they are to meet in the semi-finals. The same is true for the finals.

One point in which the plans for the speakers differ from the plan in common use is that we always permit interruptions. Each speaker may be interrupted three times, with two questions at each interruption. The putting of each question must not exceed one-half minute. Sometimes time has been taken out for these interruptions, but last year it was included in the allotted time which was fifteen minutes for each speaker. A disinterested person presides and keeps the time. Each speaker is warned two minutes before his time is up. After the warning no interruption is allowed.

These interruptions make necessary a thorough study of the subject, for each speaker must be sufficiently familiar with all phases of it to be able to answer promptly any unexpected question and to be able neatly to frame a question that may surprise his opponent.

Last year the first debate was held November 23 and the last one on February 17. I consider this arrangement puts too great a strain on the students. My suggestion is to have the preliminaries, semi-finals, and finals on four successive

Friday nights just preceding the Christmas holidays.

Such is the growth of debating in Mississippi junior colleges in four years. While we hope for further improvement, we are satisfied that the students derive great benefit from participation in the activity. The students are enthusiastic about debating for they realize the benefit they receive from the practice and from the training. They learn the value of well-packed sentences, for they must cover their points in a given number of minutes; they learn the value of thorough study, for with interruptions, a flowery speech written by a lawyer brother is not sufficient; they learn that it requires time to polish their work; they learn to respect authority and to discriminate between first-rate and second-rate authorities; and they learn to appreciate independent thinking and independent thinkers.

There should be no sharp gap between the lower reaches of common schooling and the junior college, which is its last stage. The proper point for examining everyone who would proceed further is at the meeting point of common social education and of specialized university education.—*Carnegie Report on State Higher Education in California*.

Whether we like it or not, we must accommodate the young people of the country up to their eighteenth or twentieth year; industry will not absorb them earlier.—PRESIDENT HUTCHINS, University of Chicago, in an address before the National Education Association.

Junior College Business Teachers

JESSIE GRAHAM*

Composite standards set up for teachers of business subjects by administrators in employing institutions are of interest to present and prospective teachers, to individual administrators, and to persons engaged in business-teacher education. That junior college administrators are willing to co-operate in a program of teacher education is evidenced by the fact that among 517 returns from an inquiry addressed to officials in employing institutions relative to standards set up for teachers of business subjects, 183 were from administrators in junior colleges. Forty states were represented among the replies received from these junior college administrators; thirty replies coming from California, twenty from Iowa, thirteen from Missouri, eleven from Texas, and nine from Kansas. The inquiries covered eight phases of the preparation of teachers of business subjects: (1) degrees required; (2) ranking of subject groups desirable for teacher preparation; (3) specialization for teachers of business subjects; (4) requirements relative to business experience; (5) standards of technical skill; (6) ranking of problems in business-teacher education; (7) practices relative to employment of teachers without previous teaching experience; and (8) suggested problems. In the following paragraphs, a brief

summary of the replies received from junior college administrators, together with differences noted between these replies and those received from administrators in junior and senior high schools, is presented.

Degrees required. — Degree requirements are higher for teachers in junior colleges than for those in junior and senior high schools. Of 110 administrators who answered this section of the inquiry, only six—or 4 per cent of the total number—are willing to employ teachers of business subjects without Baccalaureate degrees. In contrast, 9 per cent of the entire group of administrators of secondary schools are willing to employ teachers without degrees. Then, too, junior college administrators are the only ones who specify Ph.D. and Ed.D. degrees for teachers of business subjects; six of them, or 4 per cent of the total number, setting up this requirement. Again, while 48 per cent of junior college administrators require that teachers of business subjects have the Master's degree, only 16 per cent of the total group set up this standard.

Ranking of subject groups desirable for teacher preparation. — In common with the administrators of junior and senior high schools, junior college officials believe that the prospective teacher of business subjects should, first of all, be well prepared in the content of the subjects he is to teach. These junior college administrators feel that the ele-

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ment next in importance in the teacher's preparation consists of courses in social sciences to enable him to interpret our present economic and social life to secondary school pupils. The entire group of administrators, on the other hand, place second the technique of teaching the business subjects, represented by courses in business education. Although individual administrators deplore the fact that teachers of business subjects have had "narrow" technical training and plead for more liberal education, the group as a whole places general academic (background) subjects fourth in importance; while junior college administrators rank these subjects third. In other respects the opinions of junior college administrators agree with those of the entire group. Administrators in junior colleges, then, feel that subject groups should receive relative emphasis in teacher preparation according to the following order: (1) business content subjects; (2) social sciences; (3) general academic (background) subjects; (4) business education courses; (5) general education courses; (6) practice teaching; and (7) free electives.

Specialization for teachers of business subjects.—Seventy-seven per cent of the junior college administrators are in favor of specialization in one of four fields—secretarial, accounting, salesmanship, and general business—for prospective teachers of business subjects. As is to be expected from the more specialized nature of the business courses in junior college, this percentage is higher than the proportion of the entire group—70 per cent—who favor such speciali-

zation. On the other hand, in harmony with the program of general education administered in the junior high schools, the proportion favoring such specialization for junior high school teachers is only 57 per cent. Fifty-nine per cent of junior college administrators believe that teachers should specialize in social-business subjects—business orientation, business economics, business law, economic geography, banking and finance, and business organization—probably indicating a trend toward more general training in junior college business education. In view of the fact that many teachers enter the field of junior college teaching of the business subjects without special preparation for solving the peculiar problems inherent in this work, it is surprising that only 40 per cent of junior college administrators favor setting up a special curriculum for prospective junior college teachers.

Requirements relative to business experience.—Only twenty-five junior college administrators, or 23 per cent of a total of 108 administrators who replied to this section of the inquiry, *require* that teachers have actual business experience, although 91 per cent of them *prefer* teachers with such experience. These percentages are slightly higher than those reported by the entire group and emphasize anew the more specialized business courses on the junior college level. Fifteen per cent of the administrators require that the business experience be in the specific field in which the teaching is to be done. Agreeing with the rest of the group, junior college administrators specify one year or more as desirable

length of time for actual business experience.

Standards of technical skill in shorthand and typewriting.—Only twenty-one junior college administrators, 12 per cent of the total answering the inquiry, have set up standards of technical skill for prospective teachers of shorthand and typewriting. This small percentage apparently indicates that, in the judgment of the administrators, the skill possessed by the teacher is relatively unimportant. The range in shorthand skill is from 100 to 150 words per minute, with an average of 118.5 words; test time ranging from 5 to 120 minutes, with an average of 17.9 minutes; and a range from no errors to five errors, with an average of four. With reference to typewriting skill, the range in the speed requirement is from 40 to 80 words per minute, with an average of 58 words; test time ranging from 10 to 120 minutes, an average of 21 minutes; from 3 to 10 errors allowed, with an average of 6. The average standards set up for junior college teachers of business subjects are, in every instance, higher than those set up for teachers on other levels of secondary education.

Employment of teachers without previous teaching experience.—That junior college administrators prefer to employ teachers who have had previous teaching experience is attested to by the fact that only 31 per cent of them are willing to employ teachers of business subjects without previous teaching experience. In contrast to this, 40 per cent of all the secondary school administrators are willing to employ inexperienced teachers.

Ranking of problems in business

teacher education.—In harmony with their ranking of social sciences above all other subject groups, except business content subjects, in teacher preparation, junior college administrators place the problem of "providing the teacher with a basis for giving secondary school pupils an adequate picture of present social and economic life" first in importance as a problem in business teacher education. However, the problem of "acquainting student teachers with the progressive quality of aims, curricula, and procedures in secondary business education" is considered as almost equal to the first problem in importance. The development of desirable teacher personality and the promotion of "familiarity with research findings and the habit of constant search for new developments" are ranked third and fourth, respectively. These rankings are in virtual agreement with those of the entire group.

Other problems suggested.—Administrators suggest problems in the fields of: curriculum construction, involving terminal curricula; educational psychology, such as "the recognition of individual differences" and "pupil guidance and placement"; tests and measurements; liberalization of business education, involving the broadening of the scope of business education in junior college; general education, especially the need for more general education on the part of teachers of business subjects; personality development for teachers; and miscellaneous problems, such as: teaching of business statistics, determining the objectives of business education, development of professional consciousness and the de-

sire for professional growth on the part of the teacher; development of a satisfactory philosophy of life on the part of the teacher, development of interest in the student rather than in the subject-matter; provision of educational experiences as substitutes for business experiences; the recognition by university authorities of the work done in the business courses of the junior college; and the problem of determining what constitutes good teaching. Administrators in high schools, on the other hand, are more concerned with problems covering the individual business subjects. In all other cases, the problems listed by junior college administrators are similar to those mentioned by other members of the entire group.

Summary.—Judged by preferences expressed by the majority of a group of 183 junior college administrators, the prospective teacher of business subjects in the junior college should endeavor to meet the following standards: a Master's degree; special attention to business content subjects, social sciences, and general academic subjects; specialization in one of four fields—secretarial work, accounting, salesmanship, or general business; at least one year of actual business experience; and previous teaching experience. He should make a special study of the problem of giving pupils an adequate picture of present social and economic life and should also familiarize himself with the highly dynamic nature of present-day secondary education. He should be familiar with the problems involved in setting up terminal curricula in the junior college, should be acquainted with the

findings of psychologists relative to provisions for individual differences, and should make a study of various ways in which business education in the junior college may be "liberalized."

If teachers are prepared in harmony with these expressed ideas of administrators, business education will be truly an integral part of junior college education instead of, as is too often the case, a narrow field merely attached to it.

It is far better to encourage young people to return to high school for a course or two than to permit them to run the streets. It is far better to encourage and to induce them to return to high school than to establish a random and miscellaneous lot of junior colleges. If the junior college is to spread it should be as the result of state planning; we should know what is involved in it before we commit the state fully to it. No community should be allowed to take advantage of the present emergency to establish a junior college just for the sake of having a junior college. Nor should any community be allowed to establish a junior college as a means of seeking relief from its financial embarrassment.—PRESIDENT L. D. COFFMAN, University of Minnesota.

For the East, the junior college purely of the cultural type, devoted to meeting the needs of those who desire two years of college work and organizing its curriculum along the lines of progressive education, may prove to be the most helpful addition to the institutions of higher learning.—PRESIDENT H. N. McCracken, Vassar College.

Trends in Professionalization in Colleges

LILLIAN SATTLER*

In recent years there has been much discussion of the trend in the American liberal arts college toward professionalization. A study along these lines was made by Professor L. V. Koos in 1922.¹ He showed that at the time large proportions of colleges had made what he referred to as "accommodations" of the liberal arts program to professionalization, indicating marked development in the direction of a breakdown of the four-year, liberal arts tradition.

The present study is an attempt to show what a decade has done to the trend toward professionalization. It concerns itself with two kinds of information: (1) how liberal arts colleges are now meeting the demands for occupationalization, including the extent to which this accommodation has made a junior college of the traditional four-year unit; and (2) how these findings compare with those of Koos. The earlier study compiled data from 227 catalogues, while the present one includes 221, 121 for the academic year 1932-33, 71 for 1931-32, and 29 for 1930-31. The catalogues represent typical American liberal arts colleges in forty states. The distribution as to geographical location and sex of student body was as follows:

	Total	For Men only	For Women only	Coeducational
New England.....	19	7	8	4
Middle and North Atlantic	34	9	13	12
Middle West	102	5	9	88
West	17	1	4	12
South	49	5	8	36
Total	221	27	42	152

The same seven types of accommodations as were taken up in the study by Koos will be considered.

1. *Affiliation with universities.*—The following combination curricula were found:

Arts-engineering	6
Arts-medicine	3
Arts-law	3
Arts-theology	2
Arts-dental	2
Arts-nursing	2
Arts-journalism	1
Arts-commerce	1
Arts-religious work	1
Arts-chemistry	1
Arts-pharmacy	1
Arts-landscape architecture	1
Arts-library science	1
Arts-agriculture	1
Arts-music	1
	27

The nineteen colleges offering these combination curricula, or 8.5 per cent of the 221 colleges, were willing to concede a year to another institution in the interest of professional training. The percentage found by Koos was higher—almost fourteen.

2. *Arrangements to give Bachelor's degrees when later portions of the four-year period are spent in professional or technical schools elsewhere.*—A similar accommoda-

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¹ Leonard V. Koos, *The Junior College* (University of Minnesota Research Publications, Education Series No. 5, Minneapolis, Minnesota, 1924), chapter 22.

tion is the arrangement to allow completion of the course elsewhere and the return for the Bachelor's degree. This was done in the following pre-professional courses:

Medicine	46
Law	28
Engineering	17
Nursing	15
Theology	9
Agriculture	6
Dentistry	5
Commerce	4
Journalism	2
Art	1
Music	1
Forestry	1
Dietetics	1
Public health	1
Religious work	1
	138

Sixty-six, or almost 30 per cent, of the colleges thus conceded a year to make possible a liberal arts degree together with professional education. Eleven colleges specified the place for continuation. Fifteen kinds of such curricula were found, while Koos found only eight. His percentage was twenty-one. The percentages under accommodations 1 and 2 would seem to indicate that in the last decade colleges have sought to attract students wishing a professional training by offering a liberal arts degree instead of a mere affiliation, as seems to have been the rule in 1922.

3. *Pre-professional curricula without announced affiliation.*—Ninety of these colleges—over two-fifths of them—offered pre-professional curricula which they specified would admit students to other

² Term used by President Robert M. Hutchins of the University of Chicago in an address before the Chicago High School Teachers Association, March 6, 1933, while speaking of the junior college needs of the present time.

institutions with advanced standing and with no time wasted, though they announced no affiliation. Professor Koos's proportion was less than a third. Although they were unanimous in advising the four-year liberal arts curriculum, they nevertheless cautioned prospective transfers to become informed on the requirements of the professional school which they intended to enter. The curricula represented were:

Medicine	75
Engineering	52
Law	44
Dentistry	32
Commerce	8
Agriculture	7
Journalism	7
Nursing	5
Pharmacy	4
Theology	4
Forestry	1
	239

Only eight—a little over 3 per cent—of these curricula are three years in length, while Koos's percentage was almost fifty. There was a further indication of pure junior college work in the inclusion of fourteen one-year curricula. The liberal arts college is surely having its "alternative curricula."²

4. *Four-year professional curricula.*—A total of 631 curricula are offered by 171, or 77 per cent, of these colleges:

Medicine	102
Commerce	75
Law	68
Theology	59
Music	49
Engineering	41
Home economics	40
Religious work	34
Social service	28
Journalism	26
Chemistry	21
Dentistry	14
Technology	11
Library science	10
Art	7

Agriculture	7
Nursing	6
Secretarial science	4
Drama	4
Accountancy	3
Interior decoration	3
Diplomatic service	3
Public health	2
Bacteriology	2
Forestry	2
Landscape architecture	2
Architecture	2
Industrial art	2
Physical education	1
Civil service	1
Biology	1
Geology	1

631

Almost all these curricula are intended for direct preparation for the profession. The only real exceptions are medicine, law, some of the theology courses, engineering, dentistry, diplomatic service, and architecture. All, however, represent occupational concessions. Music, for instance, was not included as a professional curriculum except where concert work was stressed. One school gave physics credit for work in a pilots' and aëro-mechanics' course; another announced that it prepared students for the local chemical industries; still others emphasized preparation for hospital and laboratory technician work. It is significant to note that a decade has raised Koos's percentage from 27 to 77.

5. *Professional names in titles of departments.*—This accommodation comes with the listing of the following departments:

Home economics	93
Business administration, or commerce	88
Engineering	55
Journalism	30
Secretarial studies	24
Library science	18
Christianity	16
Accounting	7
Public health	5
Industrial arts	5

Agriculture	4
Sociology and social work	4
Fine and applied art	3
Music	3
Jurisprudence	3
Printing	2
Business law	2
Architecture	2
Forestry	2
Hebrew	1
Homiletics	1
Carpentry	1
Bookbinding	1
Finance-insurance	1
Marketing	1
Salesmanship	1
Nursing	1
Medical technology	1
Horticulture and landscape art	1
Industrial and engineering chemistry	1

377

The amount of occupational work offered in these departments varied, but all, either by very name, by mention of profession, or by description of course, made concessions to the needs of vocational specialization. These 377 departments were found in the catalogues of 177 colleges, 80 per cent of those examined. Koos's percentage was 58. Departments of education were excluded because they had been excluded from the earlier investigation, but it should be mentioned that no catalogue failed to tell to what extent its graduates could engage in educational work.

6. *Professional courses in departments bearing liberal arts titles.*—In this part of the work the investigator excluded many courses which might have been considered to have an occupational cast. Inclusion depended on (1) the description of the course, or (2) its markedly professional name. An example of type (1) is: "*Special Topics.*—Problems and Practice of Printing, Editorship, and Publishing." Type (2) was found in many instances, typical of which were: "Sugar Chem-

istry, Assaying, Petroleum and Its Products"; "The Life and Work of a Minister"; "Medical Ethics."

Economics	410
Chemistry	171
English composition	143
Physics	96
Zoology	89
Biology	88
Art	79
Psychology	71
Sociology	67
Modern languages	62
Mathematics	51
Geology	30
Geography	23
Religion	21
Botany	18
Public speaking	11
Physical education	10
Music	7
Physiology	7
Ancient languages	6

1,460

All but twelve of the colleges had accommodations of this kind, a percentage of 94. This is in contrast with Koos's 11 per cent.

7. *Recognition without substantial accommodation.*—Under this heading came those colleges which mentioned that they prepared young people for a certain profession, but where obviously the curricula were more general than special. Only thirty-eight colleges, or 17 per cent, were thus designated. Koos found 17 per cent also, but five had no other accommodation. This investigation showed that all colleges which had accommodation 7 had other types also. The ten years have made the trend more definitely occupational. There is less vagueness in the catalogues. "Alternative curricula" cannot be vague.

8. *Special accommodations.*—A few new accommodations came to light that were not mentioned in the Koos study. Three colleges, for instance, offer courses of vocational

intent to be taken without credit along with other college work. Various colleges give short courses: Thirteen colleges list terminal one- and two-year secretarial and book-keeping courses. Two more give equally short terminal courses in home economics and nursing; and still another offers a short terminal technical course; while the last type of short terminal course is that in religious work, given by four colleges.

Simmons College offers an interesting adjustment in that it allows graduates of the Bonvé-Boston School of Physical Education to become juniors. The accommodations of Antioch College are, of course, well known: It arranges with nearby business and industrial firms to have certain of their workers alternate between employment and classes in Yellow Springs.

Certainly the need for "alternative curricula" is being felt and American liberal arts colleges are responding. They offer these alternatives for those who go into higher education and also for those who do not. The short courses make the schools offering them function as junior colleges to train semiprofessional workers. Accommodation 8 found a place in twenty-two catalogues, all of which had from one to four other types of concessions.

Table I has been prepared to show the numbers and percentages of colleges that make a given number of accommodations. It also shows the percentages reported by Professor Koos. See Figure 1 for graphical representation of these data.

The total number of accommodations in the 221 catalogues was 787. Thus, the average number of ac-

commodations per college was 3.6. Koos found in 1922 an average of 1.6 for each of the 227 colleges which he studied.

TABLE I
COMPARISON OF ACCOMMODATIONS IN
AMERICAN COLLEGES IN 1922
AND 1933

Number of Accommodations	Present Study		Koos Study	
	Number	Per-centage	Per-centage	
None	3	1.4	28.2	
One	10	4.5	22.9	
Two	29	13.1	22.0	
Three	63	28.6	14.5	
Four	59	26.7	9.3	
Five	48	21.7	3.1	
Six	9	4.0	0.0	
	221	100.0	100.0	

Two more phases of the question may be reported briefly: (1) the distribution of accommodations to

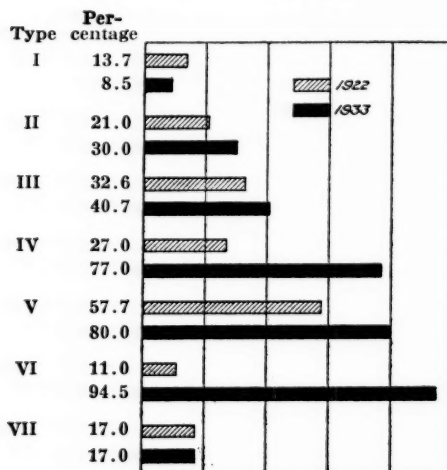


FIG. 1.—Percentage of colleges making various types of accommodations in American colleges in 1922 and 1933.

professionalization as to sections of the country, and (2) the same data for women's colleges, men's colleges, and coeducational colleges.

The average number of accommodations per college in the different parts of the country was as follows:

New England	2.6
Middle and North Atlantic	3.6
South	3.4
West	3.9
Middle West	4.0

It is evident that the colleges of the Eastern states are much more conservative in making adjustments than those of the Middle West and West.

The average number of accommodations for the three types of colleges was as follows:

Men's	2.6
Women's	2.7
Coeducational	4.0

The colleges for the separate sexes (more frequently found in the East and South) are much more conservative than the coeducational type of institution.

Conclusions as to present tendencies. — These accommodations which American liberal arts colleges are making to the trend toward occupationalization — both those brief courses which look toward the professional school or semiprofessional training, and the inclusion of special material in the last half of the four-year course — indicate that "for many students the four-year liberal arts college must function as a junior college . . . and for others it must serve as a junior college plus a partial or complete professional training."³

This study has shown how this tendency is growing in all parts of the country and in all types of liberal arts colleges, indicating increasingly the appropriateness of the advent of the junior college in the American system of education.

³ Koos, *op. cit.*, p. 301.

The Demonstration Method in Psychology

WALTER VARNUM*

[INTRODUCTORY NOTE: In submitting the manuscript of this article, the author wrote: "In order to suggest to other institutions the possibilities for the new type of work in psychology I have prepared the accompanying article showing how our work could be carried on by even small junior colleges. My former connection with a small junior college and my acquaintance with other psychology teachers leads me to believe that the idea would be of general interest."]

Nearly every elementary text in psychology devotes a part of its introductory chapter to emphasizing the necessity of experimental technique to avoid dangers of faulty observation and the imperfections of memory. Students are informed that the substitution of instrumental methods of measuring and permanently recording data for the old subjective method of "common sense" observation is the basic characteristic of the scientific method wherever found. They are assured that psychology has made its greatest advances and indeed has won its place as an objective science since it adopted this procedure. It is doubtful if any carefully trained psychologist is willing, after thus doing lip service to the scientific method, to allow his students to spend the remainder of the term in an armchair discussion of the work of psychology, or worse,

in a mechanical recitation of the ritual as laid down in even the best of texts. Teachers imbued with the spirit of modern psychology must become irritated at such a stilted academic presentation of a subject which perhaps has more to call forth the personal interest and response of the student than any other science. As psychologists we should know that our recitation of the rôle of the scientific method in psychology in the first week of the semester will soon be deluged under weeks of unvaried discourse upon facts which for all the student knows are mere cataloguings of a priori wisdom instead of the vital and often controverted products of a science in such a state of activity that it supports over fifteen scientific journals in America alone!

Our challenge is especially acute in the junior colleges. Here more than in the traditional institutions the student's first contact with psychology is apt to be his last. If he is to carry away a clear impression of the scientific method as used in psychology and to develop a rational point of view as to his own processes, he must be brought into constant contact with psychology as an experimental science during his period of study.

The growing importance of the demonstration method is shown by the fact that several recent texts are especially designed for use in this way and that many of the larger universities are including laboratory work as part of their introduc-

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tory courses in psychology. An example of this is the work being done at the University of Iowa where under the guidance of Dean Seashore the students carry out individual experimental projects as a substitute for the formal classroom procedure. The new textbooks written by Franz and Gordon of the University of California at Los Angeles and by Dockery at Ohio University include the use of demonstration manuals as part of their introductory courses. In view of these recent trends it is not at all improbable that in the near future universities will be inclined to consider as inadequate units made in psychology courses which are not accompanied by demonstration or laboratory work. It appears then that both from the standpoint of the value to the student and also from the aspect of keeping step with modern trends in psychology it will be desirable for junior colleges to adopt this demonstration procedure—a procedure which has long been a routine part of other science courses.

Actually our problem is a practical one. Many junior colleges are small and, especially in the present times, are struggling for existence. Their administrators are therefore in no frame of mind to consider the addition of what they may consider the frills of even demonstration equipment for a department that has "gotten along all right without it so far." The aim of the present paper is not merely to make a plea for the addition of the demonstration materials that are essential to vitalizing a basic subject-matter, it is also an attempt to provide a practical solution of the difficulty.

The use of demonstration mate-

rials has been on a gradual increase in the beginning courses in psychology at Los Angeles Junior College until at present nine sections of elementary psychology have made weekly demonstrations of the basic work an integral part of their course. In every demonstration, objective data relating to some phase of their own capacity is accumulated by the students. Special reading assignments are covered in order to master the larger meanings of the subject investigated. The experimental data and the reactions to the readings are permanently recorded by the student in his Demonstration Manual which has been prepared by the present writer with a special view to the practical interests of the average student. The use of the manual reduces to a minimum the mechanical details of writing up the work, permits an easy introduction to essential statistical treatments of the data, directs the outside reading of the student and tests his mastery of it, and controls the whole so as to reduce the secretarial labor of the instructor to an absolute minimum.

One may expect the logical question at this point as to what this has to do with the small institution without apparatus. The answer is that we have worked out a scheme which in actual operation has proven that it is possible through creative student activity to produce practically all the apparatus essential to a full course of demonstrations and which at the same time has resulted in the finest type of student motivation. Since maximum credit is not obtained by students unless their apparatus is used by them in carrying out an original study project, the program

has been a means of directing dozens of students into actual first-hand contact with experimental work in addition to the classroom demonstrations. Actually at Los Angeles Junior College the element of motivation is considered to be a much more vital aspect of the program than is the value of the apparatus constructed. Our institution is fortunate in being provided with a very high class of laboratory demonstration equipment. Although the laboratory would likely be rated as one of the best-equipped college laboratories in the West we find that the 1,500 students who are annually enrolled in psychology courses place a very heavy burden upon its facilities. Indeed hardly a week passes but that many pieces of student-built equipment are used to supplement the standard stock. The interesting point is that student-built supplies are frequently more substantial and give better service than do similar pieces of standard apparatus.

Our stock of student-built apparatus has already reached a total evaluation of over \$1,700 with no expense to the school. This figure is based on quotations for the standard apparatus as given in a major psychological supply house. This equipment is all carefully made and gives fully as satisfactory service as do similar pieces of commercially made apparatus.

The work of the students includes projects varying from the printing of exposure cards containing nonsense syllables for the study of memory to the construction of an elaborate polygraph by a student who had access to a machine shop. Another contribution was a stimulus board complete with red and

green lights for the study of simple, choice, and discrimination reaction time. The construction of a dozen mirror drawing sets makes the study of motor habits possible as an individual exercise. All the standard pieces used in the measurement of motor capacity have been worked out, including even an excellent reproduction of the Mosso ergograph which alone retails at \$167. A spool-packing test makes possible the illustration of the industrial applications of psychology. A Galton bar large enough to be seen by a whole class and sets of graduated weights made from pill boxes open the way to work on the Weber-Fechner law, while an automatic conditioned reflex apparatus illustrates the method used by the Russian scientist, Pavlov. Below is an itemized list of the major pieces of apparatus built by the students and actually available in our stock room. The prices are those quoted by a major psychological supply house.

Antirrheoscope	\$ 45
Audio-amplifier and projecting phone-	
scope	150
Campimeter	50
Card sorting sets (10).....	50
Complication clock	200
Conditioned reflex apparatus.....	150
Elevated finger mazes (2).....	50
Ergograph	100
Galton bar	50
Hand co-ordination testers (2).....	50
Knee-jerk apparatus	25
Laboratory clocks (2).....	50
Mirror drawing sets (10).....	65
Muller-Lyer illusion apparatus.....	40
Perception of depth apparatus.....	20
Polygraph	200
Pursuit meter	50
Reversible perspective apparatus.....	50
Stimulus board	50
Sets of weights (several).....	30
Spool-packing test	10
Tapping and other motor capacities tests.	30
Vernier chronoscopes (2).....	50
Voice key sets (2).....	100
Winking glass (Vineland).....	30

A comparison of this list with the minimum equipment lists as required in standard laboratory courses will indicate that a surprisingly large number of the essential pieces are thus available. It will be seen that in some instances duplication of pieces has already reached a point where it is feasible even in a demonstration hour to permit each student to participate actively in gathering data about himself. This is, of course, the ultimate objective and the one toward which our students are now working.

Administrators or instructors may be curious as to the approximate outlay that would be required to launch a demonstration course in psychology according to this plan. The manual of laboratory demonstrations which our students are now using contains 28 basic demonstrations and experiments. While the experiments could be and in our case are given a much more elaborate setting, nearly all could be satisfactorily presented by any institution with only the following essential pieces of equipment in addition to the student-built materials.

1 Kymograph	\$ 35
1 set tambours, marker, pneumographs, etc.	25
1 electric counter.....	25
1 stop watch	10
Materials for building audio-amplifier and projection phonelescope	25
1 projection lantern	70
1 tachistoscopic shutter for projection lantern	30
1 set slides, various.....	25
1 set color disks.....	5
1 Stenquist Mechanical Aptitude Test.....	10
Seashore music records (set of 6).....	10
1 set sample tests.....	15
Total	\$285

It is clear that with such reduced equipment a few phases of the work

could not be fully presented. The fact remains, however, that any institution by spending less than \$300 plus student effort can actually present to its students a course of demonstrations which will arouse their interest and instill in them a feeling of the scientific method in psychology and which should go far toward giving them the life-long habit of applying this same point of view to a sane and scientific method regarding themselves and their own problems of personal adjustment.

The junior college has not yet clearly differentiated its function from the first two years of the traditional four-year college, nor has it established in the public mind or emphasized in its theory those new functions which it ought to perform for most of those who attend it, namely, the completion of their schooling either by final liberal preparation for life or by specialized preparation for responsible occupational work.—1932 Report of the Carnegie Foundation for the Advancement of Teaching.

There is no reason to discriminate, merely on the grounds of the type of institution attended, against applicants for matriculation who present credits from either junior colleges or teacher-training institutions. On the other hand, credentials from certain of the four-year colleges should be subject to a more careful official scrutiny than has obtained in the past, and in some cases, certainly, the grades should be materially discounted.—*University of Chicago Survey*, Vol. V, p. 102.

Teaching Students to Write Term Papers

OTIS LEROSS*

Perhaps few courses in the junior college curriculum lend themselves less easily to definition than does the much-heralded "Orientation." Under this heading we place courses designated specifically as "Selection of a Vocation," "How to Study," "Human Relations," and "Problems of the Consumer," along with a score of others. If, by chance, we have occasion to provide a berth for some highly specialized study which may be of value to the student but which in itself is not sufficient to be considered a full course, we likewise place that in a five- or six-week section of some general course in orientation.

In short, the junior college course in orientation offers the ways and means by which students, academic as well as vocational, preparatory as well as terminal, may get themselves adjusted to new situations which must be confronted either in classroom or in shop—under the protection of the academic roof or in the busy world of commerce. As a result of the many interests represented in the group which makes up the junior college aggregate, and in view of the fact that most junior colleges are called upon to prepare students in all fields, the course in orientation is continually growing to meet the needs which are occasioned by the

widening scope of interests and needs.

One phase of academic work which has been crowded into the last two or three weeks of some English course or perhaps into a week or two of a "How-to-Study" course is preparation and writing of the term paper. There is a danger, to be sure, in placing too great an emphasis upon any one phase of academic work. On the other hand, there is also a danger of grouping so many important activities within the limits of one "How-to-Study" course that in no instance can a thorough job be done.

It was with the feeling that perhaps not enough attention was being given in any one quarter and at any one time to the preparation and writing of the term paper that the experiment which is the subject of this article was finally decided upon. It is probably a safe observation that instructors assign term papers with apparent ease, nearly always taking it for granted that the student knows how to go about the job. It is generally assumed that, somewhere in the English courses, attention has been paid to the use of the library, to the making of outlines, to the use of bibliography and note cards, and to the proper use of footnotes. The assumption is in the main a correct one. But what the instructor does not take into account is the fact that it is next to impossible to assure any degree of proficiency in

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the performance of a task, the technique of which has been made a part of so many other related problems. The student may have been exposed to the finest technique in the world, but his instruction may have been so much a part of other activities as to make it difficult for him to acquire the ability to perform capably.

At any rate, it seemed worth while to try an experiment. A new course was announced and catalogued as "Orientation—Term Papers." One unit for the work of the semester was offered and the class was scheduled to meet once a week. It was made clear at the outset that the work of the course was to assist the student to build up for himself an acceptable working method by which term papers in subsequent college years might be written. The response was enthusiastic and forty-two students enrolled.

As the course is conducted in Fullerton Junior College, the student receives for the first few weeks instruction in the basic operations. He is given exercises which tend to familiarize him with those operations. He receives, during this period, instruction in the use of the library, in the selection of topics within a given field, in the making and use of bibliography cards, in the making of adequate and usable note cards, and in the building of a sentence outline covering the development of his topic. By the end of the sixth or seventh week the topic for the term paper which is required at the end of the course is decided upon. Students understand that they may select a topic in any field of study or interest. They are encouraged, too, in selecting a topic for a paper which may be used in

any one course for which they may be enrolled for the semester. The final topic selection is made after a conference with the instructor, and the student works from that time in line with a progress report which calls for a check on his first outline, his preliminary bibliography cards, his revised bibliography cards, his revised outline, and the beginning of actual note taking. Thereafter he indicates on the progress report the date of completion of his note cards, his sentence outline, his preliminary draft, and his final draft. The actual writing of the paper has taken him about seven weeks. He has worked steadily and with precision. He has followed through step by step, and when his paper is finally completed—a week or two before it is due in the class for which he has chosen to offer it—he confides that he did not know that the writing of a term paper could be so simple a task!

As a result of this training the student has learned to do the job. He has followed his plan through without the pressures of related activities. The very fact that he has had a single objective has tended to make possible a more thorough training.

Several students did not choose to offer the term paper in any other course. They expressed themselves as "merely wanting to learn how to write a term paper." Eight students prepared papers for a history course; four wrote papers to be used in English courses; two wrote for journalism courses, two for science, two for philosophy, three for drama, one for political institutions, and two for economics. The instructor, instead of finding forty-two badly written, hurriedly put to-

gether, poorly organized papers, was confronted with a large number of neatly prepared, well-written, well-organized papers, with footnotes, bibliography, and outline—all according to correct usage.

In conducting the work of the course a little handbook called "Preparing the Research Paper" was used. The point to be made is that students were carried through the successful performance of preparing and writing one term paper—with all other problems of the "How-to-Study" course brushed for the moment aside. Students became acquainted with the library and with the reference books, periodicals, and readers' guides. They learned to select a topic and then to select books which might be of use in the discussion of that topic.

The experiment was a success. The course has won for itself a place in our educational program.

DR. CUBBERLEY'S JUDGMENT

"The development of junior colleges seems by now to be so well under way in the United States that it may be accepted as a certain ultimate expansion in American public education. The very rapid growth of our universities, the great cost and difficulty of duplicating them in a number of places in the state, the fact that the greater number of university students are in these two lower years, and that these years represent a continuation of the general and cultural work of the high school—these and other considerations are pushing to the front the question of the decentralization of the first half of the older college course, the reduction of the freshman and sophomore years to a

largely self-sustaining preparatory department, and the development of the university as a group of professional schools beginning at the junior year. This would establish junior college advantages in numerous centers in the state; would carry collegiate education to numbers not now possible to reach; would in time largely pass over much of our present type of university extension work to the junior colleges to handle; would probably result in better collegiate instruction than the universities, with their large classes, can any longer provide; would tend to end general and cultural training at twenty, instead of twenty-two; and would enable the universities to concentrate their efforts on research and the more costly types of professional instruction."—ELLWOOD P. CUBBERLEY, in *State School Administration*, p. 351.

The junior colleges have successfully filled the need for an institution that provides education for all classes of high-school graduates whether they want a full college course, or a shorter one preparing for a semiprofessional career. It has also proved a boon to students desiring to spend their first two years in junior college and then transfer to university as a junior. In the future, however, I believe that the tendency will be toward placing more emphasis on two-year semiprofessional courses than on certificate or university work. The junior college is beginning to take a definite place in the educational system as a semiprofessional institution instead of just feeding the universities.—LILLIAN L. RICHER, Assistant Superintendent of Schools, Los Angeles, California.

"Ancient History"

NO LOSS OF EFFICIENCY

The following is taken from the annual review of "Higher Education," by Dr. K. C. Babcock, chief of the Division of Higher Education of the United States Bureau of Education, for 1912. He was discussing the effort under consideration at that time to consolidate state institutions in certain states.

There is no loss of economy or efficiency in carrying on in different places the work of the first year, or the first two years, of a liberal arts course or of courses preliminary to or fundamental to technological work, provided always that the faculty and the equipment of buildings, laboratories, libraries, etc., for the work of these two years are fully utilized. If there are 400 freshmen to be instructed, and it is assumed that they are organized into 20 sections of 20 students each, in English, mathematics, physics, and chemistry, they would require space, instructors, many duplicate pieces of apparatus, and duplicate reference books, all of which might advantageously be distributed among four or five places instead of concentrated in one place. If to these be added corresponding groups of sophomores, and the combination be constituted as a junior college, its demands in the way of administration, instruction, and living accommodations may be met in several localities quite as well as in one. It is when specialized and technological work is begun in the second or third year of the usual course, when the services of high-salaried men and enormously expensive equipment are required, that the waste and inefficiency of plant inevitably appears.

"FRESNO JUNIOR COLLEGE"

In the long defunct and rare *California Weekly*¹ is found an article by C. L. McLane, city superintendent at Fresno, which states that the first junior college in California was organized in 1910. It was written a few months before the institution opened. The phrase "junior college" had not been used in the enabling legislation of 1907. A brief extract from the article follows:

The above title may appear rather high sounding; yet when one contemplates the purpose of the act of the legislature of 1907 authorizing the establishment of Post Graduate High School Courses "which shall approximate the studies prescribed for the first two years of University Courses," the title, "Junior College," may not seem inappropriate. The purpose of this act, like that of much of our school legislation, is to encourage boards to undertake something that was already within their powers. Many California high schools have been doing post graduate work for years, and no one has ever questioned their authority to do so. The high-school laws imply that more than four years' work may be prescribed in stating that high-school courses of study "shall embrace a period of not less than four years." This new act, however, specifically authorizing this post graduate work will serve to encourage high-school boards to undertake it, and give them a greater degree of security from a legal standpoint.

¹ *California Weekly* (July 15, 1910), II, 539.

Across the Secretary's Desk

NEXT ANNUAL MEETING

The next annual meeting of the American Association of Junior Colleges will be held in Columbus, Ohio, February 23-24, 1934. The meetings will be held in the Deshler-Wallick Hotel. Attractive hotel rates are offered by all Columbus hotels. Since Columbus is only a short distance from Cleveland, those who so desire may attend our meeting and the Department of Superintendence on the same trip, taking advantage of reduced railroad fares to Cleveland.

Columbus is especially attractive as a meeting place for the Association. The Ohio State University, through numerous professors and officials, has expressed keen interest in the meeting. The junior college is a vital issue in Ohio and a number of lively discussions are expected.

Following the custom of a number of years, special sessions for representatives of public and of private junior colleges will be held. President Hitch is at work on a program which he hopes to have ready for publication at an early date.

DOAK S. CAMPBELL
Secretary

RICHARD G. COX

Richard G. Cox, the twelfth president of the A.A.J.C., was born in Ebensburg, Pennsylvania, January 1, 1881. He received his early training in the public schools. He received the Bachelor's degree from Hiram College in 1902, and the Master's from Columbia in 1911. His professional career has been altogether in private schools, including secondary schools for boys, junior colleges for women, and the four-year college. In 1919 he founded Gulf Park College, which has made a

place for itself in the private junior college field.

For a number of years President Cox has been prominent in the councils of the Association. For a dozen years his development of "Gulf Park by the Sea" has commanded the admiration of his fellows. When, at Berkeley, the committee on nominations proposed that he be elected president of the Association, there was general and hearty approval.

Originally, the twelfth annual meeting of the Association was planned to meet in Kansas City. Owing to the fact, however, that many of the members wished to attend the meetings of the Department of Superintendence in Washington during the following week, the meeting was held in Richmond, Virginia. In spite of the fact that many of the junior colleges were unable to pay expenses of their representatives, the attendance was about normal. President Cox prepared a program of outstanding quality. Those who attended the sessions agreed that more and more the Association is bringing its discussions to bear upon problems that are fundamental to the junior college.

DOAK S. CAMPBELL

I see no escape from the proposition that the future will bring the same increase in junior college enrollment that the high school has experienced, and that these organizations must also offer instruction adapted to the students in them rather than to the classical prejudices of our people or to the demands of the universities.—PRESIDENT HUTCHINS, University of Chicago.

The Junior College World

TWO-YEAR COURSE AT INDIANA

At Indiana University a new two-year course providing relaxed entrance requirements and increased freedom in choice of subjects is in effect this fall. Professor E. L. Yeager, of the Department of Psychology, has been appointed head of the committee on the new two-year course. The two-year course relaxes requirements for admission, so that any graduate of a public or private commissioned high school in the state may enter, regardless of the distribution of his high-school subjects. Students of twenty-one years or over who are not high-school graduates may be admitted as special students. The new course permits the student to make his choice of subjects. He may pursue a specialized field of study, such as journalism, or he may distribute his work over such fields as literature, art, music, language, and the sciences.

The committee in its official bulletin on the two-year course recommends a broadened curriculum and will so counsel most students, but the student has the final choice. Proficiency in the use of the English language, and military training or physical education for students under twenty-two years will be the only requirements.

The new freedom of entrance requirements and selection of courses is in line with similar provisions at the University of Minnesota. The committee points out that the two-year course is not intended to replace in any way or to compete

with the regular four-year course leading to a degree.

TRAINING IN AUTHORSHIP

Williams Junior College, Berkeley, California, announces a school of authorship and journalism, with a one-year course of study. It will include professional training in the technique and practice of writing, under the personal leadership of six distinguished American writers—Edwin Markham, Ruth Comfort Mitchell, Rupert Hughes, Robert Welles Ritchie, John D. Barry, and Samuel G. Blythe.

NEW PUBLICATION

The recently organized Mount Saint Joseph Junior College, West Hartford, Connecticut, has begun the publication of a bi-monthly paper, *The Targe*. It is to be published by the English Club of the institution, with Marie A. O'Donnell as editor-in-chief.

PHI RHO PI STATUS

Phi Rho Pi, the national junior college forensic fraternity, has grown so that now it has 47 chapters in 17 states. The states with the largest number of organizations are California with 10, Minnesota with 7, Kansas with 6, and Michigan with 5. The national convention for 1934 will be held at Independence Junior College, Kansas, March 29, 30, 31. The national president is Roy C. Brown, Virginia Inter mont College, Bristol, Virginia.

DEBATING ACTIVE

Hutchinson Junior College, Kansas, has a tentative schedule calling for 149 debates during the current year with a number of leading schools and in several debate tournaments. Oratory, extemporaneous speaking, interpretative reading, and one-act play contests are also on the program.

LONG ISLAND JUNIOR COLLEGE

The new Suffolk Collegiate Institute at Bay Shore, Long Island, is offering junior college work in engineering, chemistry, liberal arts, and fine arts.

LOS ANGELES ENROLLMENT

Los Angeles Junior College reported an enrollment in September 1933 of 4,482, including representatives of five races as follows: white, 4,228; negro, 114; yellow, 99; brown, 40; red, 1. Over 23 nationalities were represented.

DEATH OF DR. BLANTON

Dr. John Diell Blanton, 74, president of Ward-Belmont School, and for more than forty years prominently identified with the education of young women in the South, died of pneumonia at 10:15 o'clock Friday, October 6, at a local hospital.

Dr. Blanton was born in Cumberland County, Virginia, March 26, 1859, and was recognized throughout the South as an educational leader. He had been associated with schools for young women in Nashville since 1892, when he came from Missouri, where he had also been prominent in educational work, to assume the vice-presidency of Ward Seminary, which

was then among the leading girls' schools of the section, under Dr. William E. Ward. Shortly afterward he became president of Ward's Seminary, and in 1915, two years after Ward's Seminary and Belmont College were consolidated, he became president of Ward-Belmont School, which was recognized among the leading institutions for the education of young women in the South.

Ward-Belmont School under his direction was always a substantial contributor to every movement which had as its object the advancement of the city's welfare. In addition to the school's contributions to civic movements, it also contributed largely of its own talents to the advancement of the musical and cultural life of the community, having organized the first grand opera in Nashville to which admission was free.

Under Dr. Blanton's administration the doors of Ward-Belmont School were always open for the entertainment of large groups of visitors meeting there in convention. It was in such invitations that he apparently saw an opportunity for rendering a larger service for the institution.

Although in failing health for several years, Dr. Blanton retained his active connection with the school, although the management and other business details were left to Dr. John W. Barton and A. B. Benedict, vice-presidents of the institution.—*Nashville Daily Banner*.

SETH LOW JUNIOR COLLEGE

Seth Low Junior College in Brooklyn started its sixth year with a group of superior students chosen on the basis of scholarship and in-

telligence. The appreciation of literature and other art forms is being emphasized as being necessary for the increased leisure which accompanies shorter working hours. While the depression affected the registration and ability of students to finance themselves last year, Edward J. Allen, director of Seth Low, said it also brought about "an eager desire to seriously study the historical background and underlying philosophy of the social forces responsible for the situation" and led to "serious constructive thinking."

WALDORF COLLEGE PRESIDENT

Mr. J. L. Rendahl was installed as president of Waldorf College, Forest City, Iowa, Sunday, October 29. Rev. J. A. M. Hinderlie, president of the Waldorf College Association, was in charge of the installation exercises. The election of Mr. Rendahl as president of Waldorf College is a recognition of the excellent work which he has done during the past three years during which he served as dean of the junior college and as acting president. Mr. Rendahl was graduated from Concordia College in 1923, after which he spent one year at Luther Theological Seminary. He received his Master's degree in education from the University of North Dakota.

BERGEN COUNTY JUNIOR COLLEGE

The Junior College of Bergen County opened its doors in the Y-For-All Building, 360 Main Street, Hackensack, New Jersey, Monday, September 11. It is the first of its type to be organized in the state of New Jersey, being co-educational, under the direction of a non-profit

corporation. The Y-For-All Building is new and offers full facilities for both boys and girls, which includes the use of the gymnasium and swimming pool. The building itself cost \$420,000, while the furnishings added another \$75,000. The opening enrollment was 69 in the day school and 30 in the night school. It is hoped that the college may offer many terminal courses when the enrollment has reached sufficient size. Mr. C. L. Littel, president of the new institution, was superintendent of schools in Centralia, Washington, when the junior college was organized there. His staff is recruited from graduates of the University of Washington, Johns Hopkins University, New York University, Columbia University, and others. As Hackensack is in the New York metropolitan area, which is growing rapidly, it is expected that the new institution will make a rapid growth.

ECONOMIC OUTLOOK

A recent circular of the United States Office of Education, "The Economic Outlook in Higher Education for 1933-34," by Henry G. Badger, summarizes replies from a letter sent out in July to over seven hundred higher educational institutions. Reports were received from 321 institutions, including 31 junior colleges. The public college and universities report a probable reduction in staff for 1933-34 over 1932-33 of 5.1 per cent; the private colleges and universities, 3.9 per cent; the teachers colleges and normal schools, 3.4 per cent; but the junior colleges of only 1.7 per cent. Five junior colleges reported an increase in faculty, sixteen no

change, and ten a decrease. Seventeen junior colleges reported an increase in indebtedness from \$1,395,000 to \$1,602,000. The junior colleges studied were located in twenty-four states.

CALIFORNIA APPROPRIATION

Signature by the Governor of California of Assembly Bill No. 2345 makes available for apportionment to junior college districts from state funds during the current school year the sum of \$1,023,529. In addition to this amount, the United States General Land Office has certified an apportionment to the Junior College Fund from federal funds of \$616,209. This provides a total fund of \$1,639,738 for apportionments to junior college districts during 1933-34, which permits the legal appropriation of \$2,000 to each of the seventeen district junior colleges, and \$85.43 for each of the 18,796 students in average daily attendance the previous year, instead of the \$100 per student provided by the original bill establishing district junior colleges in the state.

PECULIAR LOGIC

The peculiar logic shown by one member of the Chicago Board of Education in trying to "defend" the abolition of Crane Junior College is shown in the following statement taken from one of the Chicago daily papers:

Several reasons for closing Crane Junior College as an economy measure were offered yesterday by Ernst Buehler, vice-president of the School Board. Aside from the fact that the step will save money, he declared that the operation of a free college which could

accommodate only 3,000 of the thousands of young men and women who applied for entrance is undemocratic and unfair.

"The list is always closed to applicants long before a new semester opens," said Trustee Buehler. "Sometimes students who apply for admission for the September term are refused as early as June. As a result the trustees are besieged with requests for the privilege of attending the college after the application list is closed."

Mr. Buehler asserted that when the Board could not operate a college on the same democratic basis as the elementary and high schools, then it had no business operating one at all.

NORTHERN MONTANA PROGRESS

Last year was one of very significant progress at Northern Montana Junior College, Havre, Montana. President G. H. VandeBogart writes: "Our enrollment increased 60 per cent over that of the preceding year. We dedicated the first building on our new campus, East Hall, in September, and through R.F.C. aid, labor has been available which, together with some support from other sources, has made possible the erection of a hall of physical sciences and the excavation for an open-air theater which will have, when finished, a seating capacity of seven thousand. We held our commencement exercises in the open-air theater in June. Only 10 per cent of the cost of this building was furnished by the college budget. The economic conditions under which we are working in this institution represent a real challenge."

The enrollment, which was only 94 in 1929-30, increased to 240 in 1931-32, and to 379 in 1932-33.

Reports and Discussion

WASHINGTON ORGANIZATION

The Washington Junior College Association including all faculty members of junior colleges in Washington was formed at a meeting of junior college executives and faculty members in Seattle on October 7. Dean Charles H. Lewis, of Mount Vernon Junior College, was elected president. Other officers are O. A. Tingelstad, Pacific Lutheran College, vice-president; Elizabeth Prior, Yakima Valley Junior College, secretary; Margaret Corbet, Centralia Junior College, treasurer. The executive committee will include two additional members to be appointed from the faculties of the junior colleges.

At the Seattle meeting steps were taken toward the organization of the Washington Junior College Athletic Conference. Herman C. Hopf, of Yakima Valley Junior College, was appointed to draft a constitution to be submitted to conference members for adoption. The Lions Club of Yakima has already donated a cup for the state junior college basketball championship, the cup to be won three times in succession to become the permanent possession of any school.

Miss Lawson, coach at Mount Vernon Junior College, was appointed as chairman of a committee to perfect a debate organization for the junior colleges.

ELIZABETH PRIOR, *Secretary*

WOMEN'S CONVENTION

Los Angeles Junior College entertained on October 13 and 14 the fifth annual conference of the Associated Women Students and the Women's Athletic Association of the Junior Colleges of Southern California. Eighteen colleges sent delegates and there was a total registration of 197 students and

advisers. The conference was entertained Friday afternoon and night at the Surf and Sand Club at Hermosa Beach where an excellent banquet was the principal event. The speaker of the evening was Mrs. Mary Patterson Routt, newspaper correspondent, who brought vividly before the minds of her audience outstanding men and women in public life today through "Leaves from a National and International Notebook." Saturday's session was held on the campus of the Los Angeles Junior College. The theme of the conference was "The Modern Girl," and in the various section meetings phases of the modern girl's life were discussed informally. At the luncheon, served on the campus by the Women's Athletic Association, Mrs. George Herbert Clarke gave an inspiring talk under the title, "Price Tags of Life."

BERTHA GREEN

LOS ANGELES JUNIOR COLLEGE
LOS ANGELES, CALIFORNIA

ADJUNCT IN ARTS

The administrative officers of Harvard University have had some correspondence with the officers of the American Association of Junior Colleges in which a claim has been made for the right to use the degree of "Associate in Arts" for a special type of four-year work, and criticising the junior colleges of the country for using it in a different sense. This claim seems to overlook the fact that the first use of the term, as far as known, was at the University of Chicago over thirty years ago. It was there used, under the influence of President W. R. Harper, to mark the completion of the two-year course in the University of Chicago "Junior College."

Harvard's abandonment of the use of "Associate in Arts" and her claim to the new title of "Adjunct in Arts" is stated in the following letter from President Lowell to President Andrews, last year president of the American Association of Junior Colleges:

*President's Office
Harvard University
Cambridge, Massachusetts*

May 10, 1933

DEAR PRESIDENT ANDREWS:

For twenty years Harvard University has been using the degree of Associate in Arts for an amount of extension work equivalent to a full four-years' college course; but this title has been put to such general use for two years of college work that we have felt bound to abandon it, and, in consequence, we have adopted for extension work equivalent to a full four-years' college course, "Adjunct in Arts" (Adj.A.). It seems wise to stake out a claim in this way to a new name for a degree, and unless you have heard of its use before, I should be grateful if you would make a note of our claiming possession of it in fee simple.

Yours very sincerely,
A. LAWRENCE LOWELL

A SUGGESTION

I would like to suggest that a very interesting and valuable study can be made of the need for junior colleges in cities of a population from fifty to two hundred and fifty thousand. It occurs to me that, if a need was discovered for junior college education in these communities where there is no college or university, some of the foundations would become interested in spreading out their educational subsidies rather than centralizing them in our already established institutions.

G. H. MCCONAUGHY
Director of Education

Y.M.C.A.
DAYTON, OHIO

CRANE JUNIOR COLLEGE

Below are a few extracts from an address by Dean Charles H. Judd, School of Education, University of Chicago, July 21, 1933, dealing with the reorganization of the Chicago schools, including the abolition of Crane Junior College; under drastic orders from the Board of Education:

The young people who are deprived of opportunity by the closing of the Crane Junior College know that industry has no place for them. The United States Census shows that the banishing of young people from employment is no transient symptom of the depression.

While reorganization is going forward under the supervision of a government which has promised a "new deal," it is especially important that some profitable use be found for the time and energy of young people from 18 to 19 years of age.

Society must not say to these young people, "We cannot afford to care for you." There is no bond issued by industry or by this municipality which compares in its binding power with the obligation which this community is under to its youth.

Many a small town in the agricultural state of Iowa has a public junior college. What shall we say of Chicago when a solid majority of the Board of Education, composed of men untrained in the control of public affairs and blind to all the needs of the times, commits the atrocity of destroying an institution which apparently they do not understand?

FACULTY MINUTES

The need of having junior college faculty meetings that provoke discussion of professional problems instead of purely routine matters is very important. That this is fully realized at Duluth Junior College is clearly indicated by the following excerpts from minutes of two faculty meetings at Duluth last spring, as reported by the Secretary, E. C. Lundstrom.

The theme of the first part of the meeting is clearly illustrated in the following quotations: "What is taught a lad is not so important as who teaches it."—Claude M. Fues in *Atlantic*, October 1932. "A

great teacher is more precious than the perfect course of study. . . . Great teachers make great men."—President Stanley King, Amherst College. Each member of the faculty listed the outstanding characteristics which that teacher had who exerted the greatest influence on him. Dean Chadwick then stressed professional thinking, methods of questioning, and methods of keeping continuity of courses in class work.

The result of one phase of the questionnaire recently conducted by the *Collegian* and summarized by a student was read. This résumé included what students call intolerable faults in an instructor, for example, sarcasm, partiality, making "wise cracks," inability to make clear explanations, rambling, overworking students, monotonous voice, talking too much, being boring, having no sense of humor, keeping students after dismissal time; even "the use of intoxicants" was mentioned, also being dogmatic, narrow-minded, unreasonable, lack of understanding, allowing cheating, conceit, tactlessness, patronizing, nagging, quick temper, carelessness. (It might be well for us to use this list as items for self-questioning and self-analysis.)

Mr. Peterson read a paper on "Terminal Function of the Duluth Junior College" which reflected his careful study and appreciation of the problem. Mr. Rodert and Mr. Lynch, interested collaborators, expressed their opinions of the proposed project. The faculty decided to have a dinner meeting the last week of April to review and discuss the question of introducing terminal courses in our Duluth Junior College.

Dean Chadwick explained the comprehensive analysis of marks made by students in the winter quarter which he had prepared. Among the mimeographed sheets presented for discussion were the following: a letter to the parents, a graph for the marks of the winter quarter, tabulation of quarter marks given by instructors, a summary of credits and honor points, two graphs showing the variation in the percentage of unsatisfactory marks given by all instructors, and two honor rolls, one for freshmen and one for sophomores.

All instructors were invited to consider the question, "How are we to help the 92 students who are doing unsatisfactory

work?" The Dean plans to hold conferences with these students as rapidly as possible, and may need faculty assistance in this.

The Dean emphatically believes that every instructor should be a reader of the *Junior College Journal*, and urges each to become a subscriber, and read it from "cover to cover" each month. "The imparting of *social intelligence* is now mentioned very frequently as an objective of junior college education." He also said, "The first step in organizing courses for terminal education is for the instructors to become imbued with the necessity for them."

PRESIDENT HUTCHINS' OPINION

In a notable article in the June 1933 issue of the *Yale Review*, "Hard Times and the Higher Learning," President Robert Maynard Hutchins, of the University of Chicago, foresees a complete reorganization of higher education in the United States as a result of the depression. "Only one thing can be predicted with certainty," he says; "whether the depression stops or not, we are going to have a different kind of higher education in this country." Significant extracts from his article, dealing with the junior college, follow:

It may not be possible to develop regional centers for the distribution of scholars; but it does seem unnecessary for every university to have somebody in every field. Although the migration of students from one seat of learning to another has not been a characteristic of university life in America as it has been in Germany, there is now, wherever the junior college idea prevails, far more migration than is commonly supposed. Of the Bachelors of Arts and Science graduating in any one year from one large university in the Middle West, fifty-five per cent have attended one or more other institutions. . . .

Unless a university wishes to conduct an experimental college, it should abandon the freshman and sophomore years altogether. They serve in most universities only to confuse the institution as to what it is about and, in those which charge fees, to finance research. A state university does not ordinarily charge fees

adequate to pay for freshman and sophomore instruction. Therefore unless their junior colleges are experimental, they result in confusion alone. Certainly education for the majority of the population through the eighteenth or twentieth year must be done at home, if only for the reason that students who must have an education cannot meet the cost of living away from home. It follows that local junior colleges must arise which will do much of the freshman and sophomore teaching now carried on in the universities. The universities will then be free to devote themselves to the promotion of scholarship.

These local junior colleges will not develop intelligently if they direct their attention primarily to preparing students for the universities. The majority of their graduates will never reach them. They should direct their energies toward the development of terminal work; they should train students "for life."

In setting out upon such an enterprise they will make three discoveries: they will find that an institution which graduates fifty per cent of its students annually cannot do for them what it ought to do; they will find that a four-year period created by the union of the last two years of high school and the first two years of college is an admirable unit in which to develop education for life; and they will find that they cannot meet the needs of a majority of their students by giving them a purely cultural education. They or other institutions parallel with them must construct courses of study of a sub-professional business, technical, or home-making variety, to take care of the vast number of students who do not want and should not have a general education alone. General education should be the core of all education at this level, and some institutions should be devoted to it exclusively. But since these organizations should be open to everybody, they must provide differentiated courses of study.

JUNIOR COLLEGE INSTRUCTORS

[EDITORIAL NOTE: Ordinarily it is the policy of the *Junior College Journal* not to republish articles that appear in other educational journals of national circulation. The following article, originally entitled "Training in Professional Education Courses for

College Teachers," by Arthur E. Erickson and R. Earnest Dear of the Ironwood Junior College, Michigan, is such a significant contribution, however, that it ought to be brought especially to the attention of junior college administrators throughout the country. Accordingly it is republished here with the permission of the authors and of the editors of *School and Society*, in which journal it first appeared (XXXVIII, 150-52, July 29, 1933). Further discussion of the issues raised in this article will be found in the two following articles, both published in subsequent issues of *School and Society*: "Give the Schoolmasters a Chance," by C. R. Hicks (XXXVIII, 342, September 9, 1933); and "Give the Schoolmasters a Fair Chance," by W. C. Eells (XXXVIII, 465-66, October 7, 1933).]

There has been considerable agitation in recent years by those interested in the training of college teachers advocating professional education courses as part of this preparation. It is argued that since the majority of candidates for the Doctor of Philosophy degree will become teachers, the graduate schools should include a minimum of education courses for the budding Doctor. Very often, this argument has been dismissed lightly, with a smile, as representing the attempt of bumptious colleges of education to establish a vested interest in an already troubled situation. The late Superintendent Boynton secured passing notoriety by a rather savage attack on the teaching methods and other practices utilized in our colleges and universities, and by assuming that vast improvement would result if the harassed college graduates knew more about how to teach. Obviously, one good way to learn how to teach (aside from being born that way) would be for the teaching candidate to study about it and even to do some practice teaching during his embryonic stages.

In spite of all the storm and fury,

little has happened so far as our traditional college and university faculties are concerned. The need for intense specialization, if a Doctor's dissertation was to be satisfactorily written and accepted, ruled out any consideration of such extraneous matters as how to teach in the special field studied. It remained for the public junior colleges to set up the requirement of a certain amount of time spent in the serious study of professional education courses and some practice teaching. And even with these, so close is university precept and supervision that little of this training would have been required without compulsion. However, in some states the junior colleges find themselves under the direct control of state departments of education because they are a part of the public school system. One very important form of this control exercised is in the certification of college teachers.

In Michigan the same standards of certification apply for junior college teachers' qualifications as for high-school teachers. This means that fifteen semester-hours are required in professional education courses and five semester-hours in practice teaching as part of every junior college teacher's preparation. Added to the state standards is a local requirement of the Master's degree as a minimum amount of college preparation, and at least two years of successful teaching experience, either in senior high-school or college.

With these requirements in professional education, the requirement of a high standard of scholarship and successful teaching experience, we attempted to fill the positions in a new junior college faculty during the spring of 1932 for the school year 1932-33. The times favored us, as many desirable people were available. But even so, it was an almost impossible task to secure enough good candidates who could meet all the qualifications set up. Several people with Doctor's degrees

applied—men with from five to fifteen years of experience in college and university teaching. When informed that they were not qualified to teach in the junior college, they were outraged. A typical telephone statement from one applicant was: "I guess if I am good enough to teach in some of the greatest universities of the country, I ought to be qualified for a position in a 'one-horse' junior college." This particular person lacked college credit in practice teaching. Having had fifteen years of successful teaching experience in some of our better higher institutions, he could not meet the requirements of our state department and secure a teaching certificate which would make it legal for us to pay him a salary. The problem became a nuisance to the university placement bureaus and all other employment agencies. They seemed to feel that we were merely capricious and sought the impossible. When we explained the reasons for our being unable to employ the suggested candidates, we were met with groans—not cheers. In spite of the apparent difficulties after a discriminating survey of the field, we were able to fill all positions to take care satisfactorily of the new organization enrolling one hundred and eighty-five junior college students.

At the present time there are four hundred ninety-three junior colleges in the United States. This number shows an increase of twenty-nine institutions over the total for the year 1932. With the vigorous and rapid growth that these figures evidence, the possibilities of the junior college as an employment outlet for qualified teachers loom up as an oasis of employment in the present desert of teacher unemployment. This fact deserves serious consideration by colleges and universities and indicates that they should have a thorough preparation course for college teachers. Since students of any junior college come from a distinctly localized area, they need a faculty representing a wide geo-

graphical area from the representative strong institutions of learning. We found that practically all applicants who had received training at Eastern schools were eliminated by the failure of these institutions to furnish professional courses in education. This situation not only resulted in the eliminating of such candidates but practically excludes the possibility of securing the candidates representing the widespread geographical origin and institutional training desired.

The institutions of the Mid-West offer more candidates with training in professional education courses. But what they do is not nearly enough to fill the demand. Even in the case of those provided with enough professional education credit to meet junior college requirements, there is still a definite deficiency. We refer here to the need for the establishment of courses in the colleges of education about the methods, problems, and principles of college teaching. Possibly even practice teaching should be provided on the college level for the prospective college teacher.

The important question to consider now is whether teachers with the preparation mentioned above are better than those who have not met these requirements. Is an instructor who has acquired professional education courses and practice teaching as part of his preparation a better teacher than one without these qualifications? We could not put on a controlled experiment because we have only the one kind of teacher on our college faculty. Naturally, it is impossible to measure such factors scientifically. About all that can be offered is a series of impressions concurred in by the writers of the present article.

The first impression is that the men and women on our college faculty possess greater interest in the junior college as a new unit in the educational system than that reported from other institutions where adherence to such rigid requirements has not been

maintained. Because faculty members have studied education and its problems and have taken courses concerning the junior college, we have a faculty which is apparently not merely teaching subjects but is also teaching students. They are not only teaching college work but are as well making a sincere effort to adapt their work, especially the methods, to the junior college level, and are succeeding admirably in this attempt.

It is impossible to measure accurately the probable value of our state department of education requirement of five semester-hours in practice teaching. The individual who has of his own accord taken such work has in doing so shown a professional attitude which will be of vast significance to the morale of the group which he enters—to say nothing of the technical training received. The product of an academic department strongly prejudiced against the educational viewpoint is a misfit in any group of high-school or junior college teachers until his eyes are opened to the significance of that viewpoint.

The theory and practice in education which our faculty has received has resulted in clear and definite ideas regarding teaching technique. This has made an improvement over the typical college teaching situation, for the instructor knows specifically how to use the information at hand, with definite knowledge regarding the framing of questions, the making of assignments and of the techniques in education which made for successful class work. The use of these practices is in strong contrast to the classroom where the student is furnished facts by an authority in a special field who neglects the fundamentals of conducting a class along the lines of the best educational practices. This results in the all too common situation where many of the benefits of the work are lost by students, while the instructors do not know how well and how thoroughly the material at hand is being grasped.

In general, our impression is that a college man who has met the requirements in professional education courses and practice teaching comes to teach college work with an attitude differing entirely from that of the man who is purely a subject specialist. Methods of teaching other than the trite lecture method are considered in a friendly way and used. Theories of education, as well as those of subject-matter, are constantly brought up and discussed in faculty meetings, and the full purpose and aims of the junior college are valued and appreciated to an extent far beyond the typical case of men who are merely historians or scientists not trained in the theory of education.

We are thankful to our state department for setting up and adhering to such rigid requirements and are not willing to see them eliminated, regardless of the inconvenience involved in recruiting a teaching staff. We sincerely hope that educational institutions realize the future place of the junior college in the American educational program and the fact that a new type of preparation is needed for the instructors in this institution. Since the junior college instructor must of necessity be a specialist in teaching and not in research, it is hoped that other institutions will follow the example of the University of Chicago in setting up a specific program for training junior college personnel.

NO TUITION FOR CALIFORNIA

Under the caption "California Must Keep Faith with Sons and Daughters," the following editorial from the *Junior Collegian*, of Los Angeles Junior College, is significant of the sentiment in that state toward junior college education in an era of depression:

That California junior colleges have opened their doors for another year without requiring tuition of students is indeed a victory for public instruction. During the summer months, the state legislature, influenced by protests from noted educa-

tors and interested parents, refused to pass any legislation inimical to the progress of California's junior college system. All of which means that high-school graduates may still, regardless of their pecuniary circumstances, receive two years of training that will help them to find a better place in economic life.

Recently published interviews in the *Junior Collegian* with outstanding educators of state and city have shown that one of the strongest arguments against junior college tuition is that it would prove undemocratic and discriminatory. And these school leaders are agreed that willing and capable students should not be denied an above-high-school education because of their own inabilities to pay money for it.

Thirty years ago, the young man or woman who had graduated from high school was considered sufficiently prepared to enter the business world. Today, however, economic and social changes have made it imperative that an individual undergo a longer period of public schooling before attempting to achieve economic independence. Therefore it is a growing responsibility of modern society to broaden the services of democratic education in order that its future citizens may be equipped for useful lives.

Another and probably more important reason why public junior colleges must remain tuition-free is that students are more likely, because of their teachings and social contacts, to become better citizens and have more respect and a deeper appreciation for government than they would if their educational experience ended at the high-school level.

In the future, as in the past, it is the hope and belief of the *Junior Collegian* that California's legislators will continue to keep faith with this new type of college training. Certainly its service to the state is alone sufficient justification of its existence.

We know that at the junior college and high-school levels, particularly, more students than ever are to be expected because industry cannot absorb them. — PRESIDENT R. M. HUTCHINS, University of Chicago.

Judging the New Books

WILLIAM S. GRAY (ed.). *Provision for the Individual in College Education*. Proceedings of the Institute for Administrative Officers of Higher Education, 1932. The University of Chicago Press. 225 pages.

The present volume is the fourth of a series beginning in 1929, with titles as follows: *The Junior College Curriculum*, *The Training of College Teachers*, *Recent Trends in American College Education*. Volume IV contains twenty papers by administrative officers and professors—eleven by men in the University of Chicago. The general plan of the discussion of provisions for the individual in college education was a six-division arrangement under the heads: Basic Facts and Assumptions; Selecting and Advising Students; Curriculum Provision for Individualizing Instruction; Adapting Specific Courses and Types of Training to Individual Needs; Health, Living Conditions, and Financial Aid; Athletics, Extra-Curriculum Activities, and Religious Experiences.

These grand divisions were subdivided into topics of a size to be conveniently handled. A perusal of the volume furnishes the reader with excellent accounts of the efforts of various institutions of higher learning—particularly in the Middle West—to meet and solve the problem of keeping the individual student in sight as an individual despite his great numbers. A closer study of the volume will also suggest some fundamental problems for study by those interested in im-

proving the quality of instruction on the collegiate level.

Chapters xi, xii, and xiii should prove especially worth-while to "subject-matter" teachers. The other chapters will appeal with a force proportional to the reader's interest in the particular phase of the problem under discussion. Of especial interest to junior college administrators is the paper (chapter x) entitled "The Junior College of the University of Minnesota," by Dean John B. Johnston. In connection with Dean Johnston's exposition of the purpose and methods of the University of Minnesota Junior College a study of John W. Harberson's critical evaluation of the California practice of classifying students as recommended and non-recommended should provoke considerable thought on the part of the reader. See *The Junior College Journal* for May 1932.

J. E. BURK

WARD-BELMONT SCHOOL
NASHVILLE, TENNESSEE

ADAH PIERCE. *Vocations for Women*. The Macmillan Company, New York. 1933. 329 pages.

Vocations for Women, by Adah Pierce, Dean of Women and Assistant Professor of Sociology in Hiram College, is a timely, logically arranged, and attractively written account of the world of work into which college- or otherwise-trained women enter when they become gainfully occupied. Deans and counselors of women in junior and senior colleges will find the book valuable, and college and high-school women themselves will read

it with pleasure and profit. No attempt is made to present trades or the vocations requiring little skill or education and wisely no final analysis has been made of any one vocation because of the constant development. The census figures quoted are from the 1920 census.

The Table of Contents which is here quoted indicates the scope of the work: (1) Woman's Contribution to Occupational Endeavor, (2) Choosing a Vocation, (3) Nursing, (4) Dentistry, (5) Pharmacy, (6) Public Health, (7) Dietetics, (8) Medicine, (9) Physical Education, (10) Sciences, (11) General Office and Secretarial Work, (12) Accounting, (13) Banking, (14) Insurance, (15) Advertising, (16) Department Store Work, (17) Real Estate, (18) Hotel Work, (19) The Creative Arts, (20) Music, (21) Dancing, (22) Dramatic Work, (23) Writing, (24) Education, (25) Library Work, (26) Social Work, (27) Religious Work, (28) Personnel Work, (29) Law, (30) Politics and Civil Service, (31) Homemaking.

Excellent as this book is, it lacks the realism that an author from the placement firing line might add. Examples of deficiencies follow:

1. There is no discussion of the saturation that has been occurring over a period of years in various occupations for women—in teaching, in stenography, in personnel work, and in social work, for example—nor of the versatility required to change from one vocation to another that is in few or no respects allied to the first one.

2. The chapter on "Politics and Civil Service" ignores the subject of patronage which so much concerns the appointment of both men and

women to political place. In addition to capability, Ruth Bryan Owen, Frances Perkins, and Hattie Caraway had worked long and hard for the Democratic party and had earned their present places after the fashion of political life. President Roosevelt's policy which includes an unusual recognition of the faithful party woman may be a matter of temperament but it will hereafter have lasting significance.

3. Under "Writing" no account of ghost writing is given whether as free lance worker or as a regular employee of a publishing concern.

The fine social philosophy of the author is a commendable feature of Dean Pierce's book. The references at the end of each chapter are excellent; the index is good. The reviewer found the "readability" of the book unusual.

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*Vocational and Placement
Secretary*

LOS ANGELES JUNIOR COLLEGE
LOS ANGELES, CALIFORNIA

There may be some further temporary tendency, already manifested during the recent trying period, to increase the present junior college fees or to levy a charge where none was previously made. This tendency is not likely to survive for long beyond the period of shrunken social income. With the normal social income re-established, and the junior college level of education increasingly accepted as a part of basic education locally provided, fees will be removed and all public education below the true university level, which begins at about the third college year, will be provided without charge.—Editorial in *School Review*, May 1933.

Bibliography on Junior Colleges*

2494. WALTON, T. O., ET AL., *Annual Report of the John Tarleton Agricultural College*, Bulletin of the John Tarleton Agricultural College (December 13, 1932), XVI, No. 4, Stephenville, Texas.

Includes reports of the President of the Board of Directors, Dean, and Treasurer for 1931-32.

2495. WOODS, BALDWIN M., "Junior College Movement on the West Coast," *Journal of Engineering Education* (February 1933), XXIII, 415-26.

"The speaker is more interested in the analysis of the junior college movement and in its reasonable appraisal than in its promotion." Considers reasons for its development and their effects. "The junior college may be regarded as an outgrowth of a religious faith, one may call it, in education for the masses." Shows that "whether times are good or bad, vocational training in high schools is likely to be less significant in the future than vocational training in junior colleges." Gives statistics of junior college transfers to the University of California.

2496. WORKS, GEORGE A., "Proceedings of the Commission on Institutions of Higher Education," *North Central Association Quarterly* (June 1933), VIII, 77-105.

Includes action on accreditation of junior colleges (p. 78); standards for junior colleges (pp. 83-84); list of 55 accredited junior colleges (pp. 97-99); and lists of junior colleges accredited by other associations (pp. 101-5).

2497. WRENN, C. GILBERT, *Study-Habits Inventory*, Stanford University Press, California (1933), 4 pages.

A blank to be filled out by the student giving his reactions to statements of situations, habits, and conditions

which may affect the use of study time. Manual for use and interpretation accompanies the blank. Of special significance for junior college counselors in diagnosis of faulty study habits.

2498. YOUNG, WILLIAM LESQUEREAUX, "The Junior College Movement in Relation to Higher Education in Ohio," *Ohio State University Abstracts of Doctors' Dissertations No. 7*, Columbus, Ohio (1931), pp. 323-32.

Abstract of doctoral dissertation. Answers three questions: (1) Does Ohio need public junior colleges? (2) What effect would public junior colleges have upon enrollment, efficiency, and prosperity of present colleges and universities in Ohio? (3) If organized, what should be their legal status and standards?

2499. ZOOK, GEORGE F., "California Colleges and Universities—Whither?" *School and Society* (May 20, 1933), XXXVII, 633-40.

An address before the Commonwealth Club of San Francisco, commenting upon the recommendations of the Carnegie Survey of Higher Education in California. "The junior college system is so significant in the future life of the state that the proper organization and extension of it is one of the first claims on the financial resources of the state and local communities."

2500. ALLEN, A. T., *Institutions of Higher Learning in North Carolina* (Educational Publication No. 59), State Superintendent of Public Instruction, Raleigh, N.C. (1922), 40 pages.

Principles adopted in 1922 by North Carolina College Conference for accrediting junior colleges (pp. 13-15).

2501. AMERICAN BUSINESS WORLD, "Chevy Chase Junior College and Senior High School," *American Business World* (September 1933).

A statement of the significance of the institution in the educational life of Washington.

2502. BLISS, H. H., "Co-operative Education," *Journal of Engineering Education* (June 1933), XXIII, 769-72.

Report of success and difficulties of co-operative work in engineering and

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

in several other fields in Riverside (California) Junior College during past ten years.

2503. BUNKER, MAE WILTAMUTH, "The Commercial Offerings of One Hundred Fourteen Public Junior Colleges," Lincoln, Nebraska (1933), 65 pages, 9 tables, Bibliography of 12 titles.

Unpublished Master's thesis at the University of Nebraska. Finds that 95 offered commercial subjects. High correlation between hours offered and student enrollment in the institution. California represents richest curricular offerings. Economics, accounting, shorthand, typing, are offered in order of frequency indicated.

2504. BYE, EDGAR C., *A Bibliography on the Teaching of the Social Studies* (Revised Edition), H. W. Wilson Co., New York (1933), 104 pages.

Contains over a thousand entries, carefully classified. Also lists of publishers and organizations furnishing social, political, and economic material. Of distinct value to all junior college instructors in history, economics, and sociology.

2505. CLIFTON, JOHN L., *Ten Famous American Educators*, R. G. Adams & Co., Columbus, Ohio (1933), 272 pages.

Includes brief discussion of influence of President W. R. Harper on the junior college movement (pp. 271-72).

2506. CHRISTIAN EDUCATION MAGAZINE, "Yearbook 1933: General Board of Christian Education," *Christian Education Magazine* (July 1933), XXIII, 88-98.

Contains statistical data for 23 junior colleges under the auspices of the Methodist Episcopal Church, South.

2507. COFFMAN, LOTUS D., et al., *Publicly Supported Higher Education in the State of Missouri*, State Survey Commission, Jefferson City (1929), 575 pages.

Data and recommendations concerning the eight public junior colleges in the state (pp. 419-52).

2508. DORAN, E. W., "Ethical Values in Forensics," *Phi Rho Pi Persuader* (October 1933), VII, 1-2.

Discussion of value, especially for development of social intelligence, at Los Angeles Junior College.

2509. EDUCATIONAL RECORD, "Accredited Higher Institutions," *Educational Record* (October 1933), XIV, 572-80.

Includes list of 105 junior colleges in 31 states.

2510. EELLS, WALTER CROSBY, "Give the Schoolmasters a Fair Chance," *School and Society* (October 7, 1933), XXXVIII, 465-66.

A reply to article by C. R. Hicks (see No. 2515) with reference to professional preparation of junior college instructors.

2511. ENGEL, E. F., "Junior Colleges in Kansas," *Kansas Teacher* (August-September, 1928), XXVII, 7-9.

General summary of development and status of the junior college movement in Kansas.

2512. ERICKSON, ARTHUR E., AND DEAR, R. EARNEST, "Training in Professional Education Courses for College Teachers," *School and Society* (July 29, 1933), XXXVIII, 150-52.

Difficulty of securing teachers who met Michigan requirements of necessary 20 semester-units of courses in education, for the new junior college at Ironwood, Michigan. For discussion see Nos. 2510 and 2515.

2513. GINSBURG, ISIDOR, "Junior Colleges Make Huge Gains," *New York Times* (July 16, 1933).

General progress of the movement and its significance for different parts of the country.

2514. HAYES, MARGARET A., "Problems Met in Organizing a Physical Education Program for Women in a Municipal Junior College," *New York City* (1933), 59 pages.

Unpublished Master's thesis at Teachers College, Columbia University.

2515. HICKS, CHARLES R., "Give the Schoolmasters a Chance," *School and Society* (September 9, 1933), XXXVIII, 342.

Criticism of article by Erickson and Dear on training of junior college instructors. See No. 2512.

2516. HOCH, IRENE CHILDREY, "Aims of Speech Training in the Junior College," *Quarterly Journal of Speech* (June 1933), XIX, 369-74.

Discussion of differentiated aims for preparatory, terminal, and professional students.